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ABSTRACT

This annotated listing cites books, monographs, government publications, and journal articles dealing with education in Egypt. Items cited were published in 1980. The listing is organized by subject areas. The subjects include adult education, agricultural education, art education, Azhari institutes, basic education, boyscouting, children's literature, civics, curriculum development, demographic education, educational objectives, educational planning, educational research, employees, environmental education, eradication of illiteracy, experimental technical schools, universities, foreign language schools, history of education, industrial education, Islamic education, musical education, nurseries, philosophy, physical and military education, preparatory schools, primary education, reading, religious education, research, rural education, secondary education, social education, special education, teachers, teacher education, teaching methods, technical education, and women and society. Lists of authors and sources conclude the document. (Author/RM)

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Vol. 6, No. 1, 1980

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ACADEMIC BOOKS

1. El-Sebaei, Labib, "The School Year Is almost over and the Academic Books Are not yet out; A University Issue", (Al-Dirasah Qarabat Al-Intihaa... Wal-Kutub Lam Tasdur Ba'd; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 590, (March 15, 1980), pp. 30-31.

This article deals with the phenomenol problem of university text books which are either late in publication or appear in the form of signatures rather than in one volume and which are delivered to students towards the end of the year, apart from the fact that they are annually changed.

Commenting on this problem, the President of 'Ain Shams University proposed the creation of a special fund for subsidizing text books.

The President of Assiut University reviewed the steps taken by his University to overcome this problem.

After presenting the views of the two Presidents, the writer said that the solution of the problem of text books lies in compliance with the new Regulation governing university books which stipulates that one text book should be accredited for each course, that the one professor should continue to teach the same class for at least two consecutive years, that no text book covering one course may be changed before the expiry of two years and that no text books may be distributed in the form of signatures.

ADULT EDUCATION

2. Ibrahim, Mohamed 'Abdul Meguid, "Adult Education and the Development of Human Resources", (Ta'leem Al-Kibaar Wa Tanmiyat Al-Mawared Al-Bashariyyah), "El-Nil" magazine, 1st year, Issue No. 3, (January 1980), pp. 21-25.

This article deals with the concept of adult education and its evolution as to function, content and aims. A review is also made of the different forms of adult education throughout the ages.

In elaborating on the different forms of adult education and its institutions, the writer described the main characteristics of all such institutions like the cooperative societies for adult education, discussion groups, auditing clubs, radio and TV programmes, recreational activities, labour camps, vocational training, museums and libraries. He, further, dealt with literacy campaigns, basic education and its role in training leaders, fathers and mothers, health education, agricultural guidance and programmed education.

In conclusion, the writer divided adult education institutions into two categories, governmental and non-governmental and described the aims of functions of each.

3. "Adult Education", (Ta'leem Al-Kibaar), "Al-Shabaab Wa 'Ulum Al-Mustaqbal" magazine, (Youth and Future Sciences), 3rd year, Issue No. 7 (February 1980), pp. 59-66.

This article is concerned with adult education in Egypt. After defining adult education and saying that its concept differs from one community to another, the writer explained its meaning in the Arab community and substantiated his argument with citations from Muslim tradition.

Moving to adult education in Egypt, he reviewed the developments undergone since 1924 culminating in Law No. 110 of 1944 regulating adult education, extension of popular culture and literacy campaigns.

The writer went on to describe the role played by the Egyptian State since 1952 in establishing cultural centers, libraries, rural clubs, popular yards, consolidated social and health service units and cultural caravans and showed the impact of each of the foregoing activities on adult education. He, further, described the efforts exerted by the Egyptian armed forces in educating adults.

By way of comparison, he described the experience of India and Tanzania in adult education.

Concluding his article, the writer said that adult education has its bearing on the overall plans for socio-economic development in Egypt.

Development

4. A.R.E., Ministry of Education, Directorate-General for Adult Education, "Directorate's Annual Report on the Data Concerning Educational Development", (Taqreer Al-Idarah Al-Sanawi Min Bayanaat Tata'allaq Bi-Tatweer Al-Tarbiyah Wal-Ta'leem), Cairo, 1980, 3 pages.

Following an introduction on the Directorate-General for Adult Education's role in promoting endeavours exerted in the field of fighting illiteracy and adult education, the report said that the Directorate's role has been played in four areas.

The first area consists of a perpetual education plan devised for the feminine sector in the Governorate of Sinai.

The second area consists of programmes aimed at developing literacy plans among rural populace in such a manner as to serve as an introduction to the socio-economic development programmes.

The third area consist of the efforts deployed by the Ministry of Education and the UNESCO in setting up an adult education center in Cairo's large suburb of Helwan. The functions of this center, serving a large industrial labour community, are described.

The fourth area consists of creating channels of communication between formal and non-formal education.

ADULT EDUCATION CENTERS AND CLASSES

Organization

5. A.R.E., Legislations, Laws, Regulations... etc., "General Circular No. 40 Dated April 3, 1980 in Connection with Work in Adult Education Classes in Governorates", (Nashrah 'Aammah Raqm 40 Bi-Tareekh 3/4/1980 Bi-Shaan Al-'Amal Fi Fusul Ta'leem Al-Kibaar Bil-Muhafazaat), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Institutes, Ministry of Education, 1980, 1 page.

This Circular is concerned with literacy and adult education classes failing to accommodate the minimum number of learners specified in the Resolution adopted on March 1, 1980 by the Board of Under-secretaries of the Ministry of Education and thus disqualifying themselves from being entitled to any expenditure thereon pursuant to Circular No. 17 of 1980.

The Circular contained instructions to Educational Directorates on the steps to be taken where literacy classes are deprived of the necessary expenditure thereon.

AGRICULTURAL EDUCATION

Development

6. A.R.E., Ministry of Education, "Report on the Development of Agricultural Education", (Taqreer 'An Tatawwur Al-Ta'leem Al-Zira'i), Cairo, Directorate-General for Agricultural Education, 1980, 5 pages.

As an introduction to this Report, an expose was given on agricultural education and on the role played by the Ministry of Education for training skilled labourers in schools following the 3-Year system and technicians in schools following the 5-Year system, both of which schools are entered after the Preparatory Certificate has been obtained.

Then followed a review of the quantitative development of classes and pupils in the secondary stage in the school years 1977/78-1978/79 and a review of the plans devised for developing school programmes and curricula for the purpose of raising the academic and practical standards of both categories of pupils, i.e. the skilled labourers and technicians.

Finally, the Report reviewed the training programmes laid down for the school year 1978/79 for the personnel in charge of this type of education, including headmasters, section heads and instructors.

ART EDUCATION

Development

7. A.R.E., Ministry of Education, "General Report on the Development of Art Education", (Taqreer 'Aamm 'An Tatweer Al-Tarbiyah Al-Fanniyyah), Cairo, Office of the Art Education Adviser, Ministry of Education, 1980, 4 pages.

After stating that sound and efficient education is vital for the making of the new Egyptian Man who is capable with his deeds and confidence to take part in the building of the future, the Report dealt with three items pertaining to art education.

The first item deals with some principles on which basic education rests, such as positivism, realism, belongingness and creativeness.

The second item relates some changes introduced on the curricula of art education for the secondary stage and indicates the new trends in curricula.

Item 3 is concerned with the development of the same curricula of teacher training colleges so as to correspond to the aims contemplated from the training of primary school teacher.

ATTITUDES

8. Adam, Mohamed Salamah, "The Concept of Attitude in Social Psychology; An Attempt at a Procedural Definition", (Mafhum Al-Ittijah Fi 'Ilm Al-Nafs Al-Ijtima'i; Muhawalah Li-Ta'rif Ijraaei), "Al-Majallah Al-Ijtima'iyyah Al-Qawmiyyah", (National Social Magazine), Vol. 17, Issue No. 1, (January 1980), pp. 45-56.

In an introduction to his paper, the writer explained the difficulties encountered in determining the exact meaning of the basic concepts contained in his research.

After reviewing the aims of his survey, he gave a historical background of the concept of attitude and mentioned the different definitions ascribed to this concept by some men of research.

The writer then explained the theoretical framework of a procedural definition of the concept of attitude and to indicate the manner in which this definition may be applied and the steps involved in its application.

In conclusion, the writer emphasized the need for basing all definitions of psychological and socio-psychological concepts on a clearly visualized theory.

A bibliographical list appended to the paper serves as guide for further studies on the subject.

AZHARI INSTITUTES

Development

9. A.R.E., Al-Azhar, "*Report on the Development of Education in Azhari Institutes during 1978/79 and 1979/80*", (Taqreer 'An Tatweer Al-Ta'leem Bil-Ma'ahid Al-Azhariyyah Khilal 'Aamai 1978/79-1979/80), Cairo, Directorate-General of Azhari Institutes, 1980, 21 pages.

This report deals with the development of education in Azhari institutes during the period 1978/79 through 1979/80, elaborated under six headings, namely: 1) Al-Azhar's role in safeguarding religious creed and spreading Islamic culture; 2) Aims of Azhari education and significant trends in modern education; 3) Major educational legislation, applicable to Al-Azhar; 4) Al-Azhar's educational administrations and zones; 5) Development of education in Al-Azhar, including stages of education and their duration and conditions of admission in Azhari institutes; and 6) Problems encountered by Azhari education and solutions devised for overcoming them.

BASIC EDUCATION

10. 'Azzam, Reda, "An Experiment in Basic Education", (Tajrubah Fil-Ta'leem Al-Asasi), "*Al-Rayed*", Teachers' magazine, 25th year, Issue No. 1, (March 1980), p. 30.

After presenting his views on the Guide to Basic Education issued by the Ministry of Education, the writer described Denmark's experience in this type of education and showed its impact on the creation of good citizens possessing all nationalist qualifications.

The writer went on to say that the first stage of basic education (covering the first through the sixth years primary) should be made general for both sexes, adding that it would be most advantageous to study home economics and household affairs together. This, in his opinion, would produce a homogeneous generation of young men and women.

The writer concluded his article by reviewing some school subjects which are to be included in the school curricula in the first through sixth years primary, showing how this reflects on the Egyptian family.

11. A.R.E., National Center for Education Research, "A Study on a Guide for Discussing Basic Education submitted by the People's Assembly's Committee on Education and Scientific Research", (Dirasah Hawla Daleel Munaqashat Al-Ta'leem Al-Asasi Al-Muqaddam Min Lajnat Al-Ta'leem Wal-Bahth Al-'Ilmi Bi-Majlis Al-Sha'b), Cairo, 1980, 43 pages.

After defining the concept of basic education and indicating the justifications warranting the adoption of and concentration upon this type of education and, following an account of the developments undergone by the experiment of basic education in Egypt between 1977/78 and 1979/80 and even since 1940, the study made a general survey of the experiment of some other countries in the field of basic education. These countries include Peru, Sri Lanka, Cuba, Mali, Spain, Tanzania, the Federal Republic of Germany, the German Democratic Republic, Popular China, the Soviet Union and the United States.

The study, then, mentioned the lessons derived from such a variety of experience and the causes leading some countries to extend the period of compulsory education. In this connection, it indicated the obstacles hindering Egypt from extending the period of compulsory education and indicated, as well, the requirements for merging the primary and preparatory stages in one stage of basic education.

Then followed a set of proposed curricula for this type of education covering the subjects of general cultural interest, art, physical and musical education and practical subjects involving exercises. The study, further, dealt with the proposed methods for financing, organizing, supervising and evaluating basic education.

In conclusion, a review was made of the visualized extent of international backing extended to basic education.

A.R.E.

12. Youssef, Youssef Khalil, "Report on Appraising the Experiment of Basic Education in the Arab Republic of Egypt", (Taqreer Bi-Shaan Taqdeer Mawqif Tajrubat Al-Ta'leem Al-Asasi Bi-Jumhuriyyat Misr Al-'Arabiyyah), Cairo, National Center for Educational Research, 1980, 46 pages + appendices.

In an introduction to this Report, a review was made of the progress occasioned in the experiment of basic education in Egypt since 1977 and until the time of writing the Report. It also contains a review of the steps and preparations taken for applying basic education and a brief outline of the subjects covered in the Report.

The text of the report follows in two parts.

Part 1 gives an account of a field survey conducted for the purpose of determining the present status of basic education in Egypt. The steps taken and the tools utilized in this field survey are described in detail.

Results obtained from the field survey reveal the attitude of teachers towards the experiment of basic education, the number of periods set for practical exercises in the syllabus of basic education schools, the areas of practical exercises and the places assigned for practicing such exercises, the qualifications of those engaged in the practical fields of basic education, the training of teachers, the availability of instruments and equipment, the actual status of the utilization of these instruments and equipment, the concern shown by pupils over the safety and maintenance of instruments, the raw material used in the practical exercises and the handwork produced by pupils in the course of these exercises.

Part 2 of the Report contains preliminary suggestions and recommendations which stress the need for organizing training courses for headmasters and teachers in order to acquaint them with the fields of basic education, for making good use of holders of technical secondary school diplomas in filling the gap created by the shortage of teachers and for providing schools with the necessary instruments, tools and budgetary appropriations to enable them to proceed with the experiment of basic education.

Appendices follow containing the preliminary appraisal card of the present status of basic education, a list of schools in which the actual status of basic education was surveyed and the names of participants in the field survey in question.

Curricula

13. A.R.E., National Center for Educational Research, "Models for Linking the Aspects of Knowledge and Practice in Basic Education School Subjects", (Namaazej Lil-Rabt Bayn Al-Jawanib Al-Ma'rifiyyah Wal-Jawanib Al-Tatbiqiyyah Fil-Mawadd Al-Diraasiyyah Bil-Ta'leem Al-Asasi), Cairo, 1980, pages differently numbered.

This document is concerned with establishing models that would link the theoretical aspects of basic education with its practical and applied aspects.

The introduction to the document talks generally on basic education and the varied skills and vocational experience acquired by the child from the varied environments around him. It, further, shows how basic education helps in combining theoretical learning with practical work and in developing the child's personality. The purpose for which this document was prepared is also explained in the introduction.

Three appendices follow containing sets of models. One model is concerned with linking the theoretical aspect with the other practical and applied aspects in the curricula of sciences of the primary level. A second model links mathematical problems with the practical aspects of basic education. The last model links civics with the practical aspects of this type of education.

BOY SCOUTING

Conferences

14. Annual Conference of Boy Scouts in the Ministry of Education Held in Alexandria between April 16 and 18, 1980, "Conference's Recommendations", (Tawsiyaat Al-Muatamar), Cairo, Directorate-General for Physical and Military Education, Ministry of Education, 1980, 3 pages.

This document consists of the recommendations adopted by the Annual Conference of Boy Scouts in which senior inspectors, chiefs of boy scouts and cubs and representatives of boy scout societies took part.

These recommendations call for taking boyscouting and field experience into account when candidates are chosen to fill vacancies of inspectors, ensuring representation of Educational Directorates in provincial boy scout societies, undertaking to register boy scout societies with provincial societies, preparation by boy scout command of a list of all leaders in Educational Directorates, organizing special studies for senior inspectors, paying great attention to studying boyscouting in faculties of physical education and teacher training colleges, consolidation by the boy scout command of local camps, encouragement of the roving movement, sending local boy scout leaders to foreign countries and encouraging the Directorate-General of Physical Education to put out books on boy scouts.

CALLIGRAPHY SCHOOLS

15. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 53 Dated June 9, 1980 in Connection with Arabic Calligraphy Schools", (Nashrah 'Aammah Raqm 53 Bi-Tareekh 9/6/1980 Bi-Shaan Madares Tahseen Al-Khutut Al-'Arabiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 1 page.

After recalling the provisions of Articles 2, 7 and 9 of the Calligraphy School Regulation enacted by Ministerial Resolution No. 189 of 1974, the Circular reviewed the resolutions adopted by the Board of Calligraphy Schools in its meeting convened on June 3, 1980.

Pursuant to these resolutions, budget of calligraphy schools is to constitute part of the overall budget of teacher training colleges in the respective Educational Directorate selection of school premises is to follow certain rules and nomination of school supervisors and teachers is to meet certain conditions.

The Circular emphasized, in conclusion, the importance of adhering to Calligraphy School Regulation and of communicating to the Ministry of Education any decision regarding calligraphy schools.

16. El-Sebaei, Labib, "The Problem of the Egyptian Child under the Microscope of Scientific Research", (Qadiyyat Al-Tifl Al-Misri Tahta Mikroscob Al-Bahth Al-'Ilmi), "Al-Mujtama' Al-Jadeed" magazine, Issue No. 7, (January 1980), pp. 8-11.

An account is given in this article of a survey undertaken by Alexandria University in six Governorates to probe the actual status of the Egyptian child against the background of the socio-economic development plans.

After indicating the percentage of children to the total population in Egypt, the survey stressed the importance of responding to children's needs.

Results obtained from the field survey undertaken on rural and urban samples are, then, reviewed. These indicate the family's socio-economic standard, consumption patterns and levels and a set of problems dealing with employment of children and how it relates to primary education, provision of the necessary facilities for the infant and child in the preschool stages and difficulties faced by children under school age.

Concluding his account of the survey, the writer underlined the importance of health care and indicated the extent to which health and hygiene principles are observed among children as a preventive measure against diseases.

17. El-Sayyed, Su'ad Hamed, "The Principle of Freedom in Child Education", (Mabdaa Al-Hurriyyah Fi Tarbiyat Al-Atfaal), "Al-Rayed", Teachers' Magazine, 25th year, Issue No. 1, (March 1980), pp. 12-13.

Before venturing on her subject, the writer explained the concept of guided freedom, saying that children want to be free to discover the world and explore its obscurities. Education, she said, should cater for the child's personal inclinations and aptitudes.

Moving to the concept of modern education, the writer said that new educational philosophies call for education through work and personal experience in nurseries and kindergarten with the aim of enabling children to develop their inclinations and aptitudes, the duties of a mistress as defined by this concept are elaborated.

After explaining the evils of exercizing rigid discipline in nurseries and indicating the effects of such a discipline on children's activity and mental and social development, she concluded her article saying that nurseries should pursue a flexible policy averting any exaggeration in enforcing discipline in order to guard against any harmful consequences on children.

18. 'Abdul Meguid, Fayzah Youssef, "The Social Upbringing of Children as it Relates to Personality Traits and Value Patterns", (Al-Tanshiaah Al-Ijtimaa'iyyah Lil-Abnaa Wa 'Ilaqatuha Bi-Ba'd Simaatihim Al-Shakhsiyyah Wa Ansaaqihim Al-Qimiyyah), Cairo, Faculty of Arts, 'Ain Shams University, 1980, 250 pages + appendices.

- Dissertation submitted to the Department of Psychology, Faculty of Arts, 'Ain Shams University for obtaining the degree of Ph.D.

This dissertation consists of seven chapters.

Chapter 1 stresses the importance of this research and sets forth its postulates.

In Chapter 2, an attempt is made at explaining the concept of social upbringing. Here, the writer, indicated the basic approaches for studying this concept, the main proportions of the relation between parents and children and the methods of parental treatment as viewed by children.

Chapter 3 explains the family's role in formulating children's personality and reviews the earlier work dealing with the relation between social upbringing within the family and children's personality traits.

The fourth chapter deals with the family's role in establishing and emphasizing values among children. Here, a definition is given of value as contrasted with some other concepts.

In the fifth chapter, the writer explained the steps involved in carrying out her field survey. Here, she described her tools and sample and showed the manner in which these tools were applied and the statistical data obtained were analysed.

The writer's results are contained in Chapter 6 and are discussed in the following chapter. These results prove that there are non-indicative relations between certain methods of parental treatment and personality traits among children. They also prove that a passive correlation exists between parental treatment patterns (which are characterized with excessiveness both in acceptance and tolerance and in firmness, cruelty and negligence) and normal personality traits among children of both sexes.

In conclusion, the writer listed her bibliographical material and appended copies of the scales used to measure parental treatment of children, personality and values.

Symposia

19. Second Symposium on Childhood, "Symposium's Recommendations", (Tawsiyaat Al-Nudwah), Tanta, Faculty of Education, Tanta University, 1980, 5 pages.

Following are the recommendations adopted by the Second Symposium on Childhood held in Tanta between February 18 and 19, 1980:

- that faculties and social service units in universities take charge of the problem of improving the performance of all those who work in nurseries;

- that more departments for childhood studies be created in faculties of education;

- that graduates of both sexes who specialize in childhood studies be required to work in their field of specialization;

- that, apart from the short-term training scholarships, long-term scholarships should be provided for specialization on childhood studies;

- that funds appropriated for training workers in the fields of childhood be increased;

- that a record is kept listing all those concerned with childhood studies and the different locations in which they work;

- that an experimental nursery should be annexed to all educational institutions concerned with training nursery principals and supervisors;

- that the Administration of Labour Force should assign jobs in the Ministry of Social Affairs for graduates specialized in childhood studies;

- that in each educational administration concerned with childhood, a female counsellor should be appointed;

- that funds appropriated for training programmes designed for those engaged in the area of childhood be increased;

- that factories and companies be compelled to establish nurseries;

- that any research or studies dealing with the area of childhood should be made good use of in improving childhood services; and

- that a committee should be formed to oversee children's programmes in mass media.

CHILD'S INTERNATIONAL YEAR

A.R.E.

20. "Activities and Projects Proposed by the Ministry of Social Affairs and Insurance on the Occasion of Child's International Year", (Al-Anshitah Wal-Mashrou'aat Allati Qaddamatha Wisarat Al-Shouoon Wal-Taaminaat Al-Ijtimaa'iyyah Bi-Munasabat Al-'Aamm Al-Dawli Lil-Tifl), "Al-Mujtama' Al-Jadeed" magazine, Vol. 7, (January 1980), pp. 6-7 + 38.

An account is given in this article of the bills drafted by the Ministry of Social Affairs in connection with child care and custody and the panels and conferences either held by the Ministry and its branches or in which they took part on the occasion of International Child's Year.

A review is also made of the steps taken by the Ministry on this occasion, classified under nine headings, being:

1) Accomplishments in the area of child services.

2) Ministry's role in caring for handicapped and abnormal children.

3) Ministry's contributions towards boosting child services.

4) and 5) Studies and research conducted by the Ministry for extending health and social care to children and solving their problems.

6) Ministry's endeavours for establishing a national center for children.

7) and 8) Ministry's efforts for establishing a toy factory and a plant for producing nutritious baby food.

9) Ministry's efforts for creating consolidated units for extending integrative services to children.

CHILDREN'S LITERATURE

21. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 12 Dated January 24, 1980 in Connection with the Need to Review any Books or Stories Intended for Children before they are Bought to Ensure their Suitability to the Egyptian Community and to the Egyptian Child", (Nashrah 'Aammah Raqm 12 Bi-Tareekh 24/1/1980 Bi-Shaan Darourat Diresat Ma Uqaddam Lil-Atfaal Min Kutub Wa-Qisas Qabla Shiraiyha Lil-Taakkud Min Munasabatiha Lil-Beeah Al-Misriyyah Wa Lil-Tifl Al-Misri), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Institutes, Ministry of Education, 1980, 1 page.

This Circular deals with the reading material, especially imported literature, which is put at the disposal of Egyptian children and which is alien in its expressions and style to the language understood in the Egyptian community. Any such literature should be subjected to scrutiny before it is cleared as a suitable material for Egyptian children and before any money is allocated for purchasing it.

The Circular explained the procedure to be followed with regard to the books and stories already on library stacks and which are not suitable as children's reading material.

Supervisors of nurseries and kindergartens annexed to Governmental schools are held responsible for clearing any books intended as reading material for children.

22. Escaros, Philip, "The Aesthetic Values in Pictures Accompanying Stories Popular among Children in Egypt; A Field Educational Survey", (Al-Qiyam Al-Jamaaliyyah Fil-Suwar Al-Musahibah Lil-Qasas Al-Mutadawal Lada Atfaal Misr; Dirasah Tarbawiyyah Maydaniyyah), by Philip Escaros and Summayyah Abdul Megid Hussein. Introduction by Youssef Khalil Youssef, Cairo, National Center for Educational Research, 1980, 86 pages.

This document is concerned with the aesthetic values embodied in the pictures used to illustrate books with popular readership among Egyptian children.

Following an introduction on the characteristic approach of this research which translates philosophical and aesthetic values into measurement units within a general aesthetic criterion and which applies such criterion to pictures and illustrations, the full text of the research is divided into five chapters.

Chapter 1 states the problem under survey, indicates the importance of probing it and sets forth the relevant postulates, terminology, methodology and scope. It also briefs the reader on earlier studies conducted on the same subject.

The second chapter explains what is meant by aesthetic educational experience, indicates the factors influencing aesthetic appreciation and reviews certain features of aesthetic art among children.

In Chapter 3, the writers explain the procedure followed in undertaking their field survey. Here, they listed stories popularly read by children in Egypt. They, further, described the manner in which their sample was selected and in which the criterion was used to analyse story content.

Chapter 4 is concerned with the results obtained from the field survey and shows the different aesthetic values, whether formal, sensual or correlative.

In the fifth and last chapter, the writers dealt with the role of the specialized artist and underlined the State's vital role in promoting aesthetic education.

The research ended with a bibliographical list of references used by the authors in compiling their material.

CIVICS

Curricula

23. A.R.E., National Center for Educational Research, "Report on the Development of Civics Curricula in the Stages of General Education during the Last Five Academic Years - 1975/76-1979/80", (Taqreer 'An Tatweer Manahij Al-Tarbiyah Al-Qawmiyyah Fi Marehel Al-Ta'leem Al-'Aamm Khelal Al-A'waam Al-Dirasiyyah Al-Khamsah Al-Akhirah Min 'Aam 1975/76 Ila 'Aamm 1979/80), Cairo, 1980, 42 pages.

This document consists of three parts.

The first part contains a brief introduction on civics as a school subject, its significance and objectives.

Part 2, subdivided into two sections, deals with the curricula of civics as formulated up to the year 1977 for the primary, preparatory, secondary and any equivalent stages of education.

The third part, also subdivided into two sections, deals with the present status of civics curricula since the year 1978 for all three stages of education.

The document ended with an indication of the requirements for the implementation of the new curricula formulated for the secondary stage. It, then, listed the names of the authors and editors of the three new text books of civics written for the secondary stage.

See also: 143.

COMMERCIAL EDUCATION

Development

24. A.R.E., Ministry of Education, "Report on Newly-Introduced Services and Types of Activities Pertaining to Commercial Education", (Taqreer 'An Ma Istajadda Min Khadamaat Wa-Nawahi Al-Nashaat Bil-Ta'leem Al-Tijari), Cairo: Directorate-General for Commercial Education, Ministry of Education, 1980, 3 pages.

This Report is concerned with the specialized sessions for training on the new courses being taught in accordance with the curricula devised for experimental commercial technical schools following the 5-Year and 3-Year systems.

It, further, expounds on the systems of evaluating students and the measures controlling final and diploma examinations in the foregoing schools as well as the manner in which maximum grades of school subjects are distributed. It, also, explains the manner in which teachers estimate classwork and put the grades for the semester examinations conducted in the course of the school year.

In conclusion, the Report reviewed the conditions governing entrance in the second-session examinations prescribed solely for the schools following the 5-Year system.

COMMERCIAL SCHOOLS

Establishment

25. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 47 of April 24, 1980 in Connection with the Transformation of Commercial Classes in Some Governorates into Independent Commercial Secondary Schools", (Qarar Wizari Raqm 47 Bi-Tareekh 24/4/1980 Bi-Shaan Tahweel Al-Fusul Al-Tijariyyah Bi-Ba'd Al-Muhafazaat Ila Madares Thanawiyyah Tijariyyah Mustaqillah), Cairo: Cabinet of the Minister, Ministry of Education, 2 pages.

This Resolution comprises two articles and an appendix.

Article 1 decrees the transformation of commercial secondary classes indicated in an attached list, into independent commercial secondary schools.

The second article is concerned with the publication of the Resolution in the Official Gazette and its eventual coming into force.

The appended list indicates the secondary commercial classes in question, the respective Governorates in which they are located and the new denominations given them following their transformation into full-fledged commercial secondary schools.

COMMITTEES

Constitution

26. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 30 Dated March 15, 1980 in Connection with the Constitution of a Committee for Implementing Development Loan Agreement No. 898 Egypt", (Qarar Wizari Raqm 30 Bi-Tareekh 15/3/1980 Bi-Shaan Tashkeel Lajnah Li-Tanfeez Ittifaqiyyat Qard Al-Tanmiyah Raqm 898 Misr), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution consists of four articles.

Article 1 underlined the aim of Development Loan Agreement No. 898 concluded between Egypt and International Development Organization and lists the names and jobs of the members of the Implementing Committee.

The second article defines the functions of the Committee.

The First Undersecretary of the Ministry of Education for Technical Education is authorized under Article 3 to name administrative and clerical employees for handling the administrative, financial and clerical activities involved in the project's implementation.

The fourth and last article deals with the publication of the Resolution in the Official Gazette and with its effective date.

CREATIVENESS

27. Taher, Salah, "Creativeness: Indigenous Versus International", (Al-Ibtikaar Bayn Al-Mahalliyyah Wal-'Aalamiyyah), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), 5th year, Issue No. 2, (April-June 1980), pp. 67-71.

Following an introduction on the value of creativeness and its importance to man, to progress and to cultural development, the writer indicated the impact of the geographical, emotional, social, intellectual and material environment on the creative persons and, also, the impact of science and technology on human emotions.

The writer went on to indicate how education helps in inculcating genuineness into the souls of children and youth and showed the passive effects of modern civilization on creativeness and on the stagnation of cultural heritage.

In conclusion, he explained the role of culture and education in enlightening citizens on the Egyptian civilization, Egyptian personality and Egyptian traditions and customs. Documentary films are of great value in this enlightenment endeavour, the writer concluded.

CURRICULA

28. Mina, Fayez Fuad, "Curricula of General Education; An Analytical Study", (Manahij Al-Ta'leem Al-'Aamm; Dirasah Tahliliyyah), Cairo, Dar Al-Thaqafah Lil-Tibaa'ah Wal-Nashr, 1980, 278 pages.

As stated in its introduction, the study contained in this book is aimed at visualizing a curricula for general education in Egypt which is ideally suited for it. It, also, indicates the manner in which transit from the present level of curricula to the visualized level may be achieved.

The book falls into four parts.

Part 1 states the problem under discussion, lays down the writer's assumptions and method of research and defines the vital inputs and outputs of the curricular system in the light of a discussion conducted on the concepts and dynamics of curricula.

In this connection, the writer reviewed his opinion regarding certain issues relative to the building and development of curricula and to the impact of curricula theories on educational philosophy.

Part 2 contains some suggested criteria for the building of general education curricula in Egypt covering the aims of the curricula, the framework of their components, the organisation and subject matter of curricular components, the teaching methods, extra-curricular activities and text books.

In Part 3, the writer subjected the curricula of general education to an analytical study using the criteria set forth in this book.

The fourth and last part shows how the existing curricula in Egypt may be so developed as to correspond to the level of the proposed criteria and to fit with the visualized curricula conceived for the future.

See also: 35, 36, 147, 178.

Development

29. El-Shaikh, El-Sayyed Ahmed, "Patterns of Activities Serving our School Curricula", (Anmaat Min Anshitah Takhdum Manahijana Al-Diraasiyyah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 61 pages.

This booklet presents a set of proposed activities intended to clarify the concepts of environmental, physical, social and cultural education.

The author's method is to review the proposed educational activities by application to school subjects and to explain the concept of environmental education through the applicable activity, explaining in the process, the general aim contemplated.

In the opinion of the author, the aim of environmental education, as an introduction to a new educational approach, is to develop and promote skills, values and attitudes among youngsters so as to help them comprehend and appreciate the complex type of relationships existing between man and his cultural and physical environment and also to develop their awareness so as to induce them to preserve the resources of their environment and exploit them in the best interest of man.

The author stressed that these proposed activities are so flexible as to lend themselves freely to any teacher who wishes to create new activities, renew some of them or add further activities, as such may be warranted in the course of his work in rural, urban, desert or coastal environments or as may be suitable to pupils of different levels. He urged teachers to select the activity more suitable for the stage of education or the specific form he teaches, applying the activities to their respective courses.

DEMOGRAPHIC EDUCATION

30. Gamil, Mohamed El-Sayyed, "Demography in Population Education", (Al-Demoghrafia Fil-Tarbiyah Al-Sukkaniyyah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 71 pages.

- Booklet in a series entitled "Environmental and Demographic Education Teacher".

This booklet serves as an introduction to demography. It contains a large number of facts and concepts dealing with demography and defines the terms used in this science explaining their meanings and the mathematical equations involved in them.

After reviewing some demographic data and indicating their significance and applications, the book described a personal assessment of some simple statistical scales used in measuring population variations, such as the general average, the percentage, the fertility scale, the rate of emigration, deaths, births and dependence, the ratio between old aged and children and the average size of family.

The booklet ended with a list of demographic terms.

31. Greiss, Halim, "A General Framework for Demographic Education", (Itaar 'Aamm Lil-Tarbiyah Al-Sukkaniyyah), by Halim Greiss and 'Adli Kamel, Cairo, Office of Demographic Education, Ministry of Education, 1980, 87 pages.

- Booklet in a series entitled "Environmental and Demographic Education Teacher".

This booklet is divided into three parts.

The first part deals with population and constituents of population growth. On the subject of demographic education, this part covers its general framework, the bases on which such framework is drawn and the areas of study which the student or teacher may explore.

After reviewing some ideas and facts which need further development, this part indicated some behavioural goals which are to be sought as a positive aspect of demographic study and also described the approaches which a teacher may pursue in order to introduce such concepts and data which are conducive to the attainment of these goals.

Part 2 is concerned with the general framework of the booklet. It explains the fields and concepts of demographic education through the use of seven cards serving such concepts and trends.

The third part reviews the techniques of practical applications on the basis of demographic school subjects.

In conclusion, the booklet defined the environmental system, the concepts of demographic education and the sources of demographic field surveys.

A case study is given at the end of the booklet of population pressures in Cairo's crowded quarter of Bab Al-Shi'iriyyah.

Aims

32. Greiss, Halim, "Demographic Education; Its Concept, Aims and Scopes in Egypt", (Al-Tarbiyah Al-Sukkaniyyah; Mafhumuha, Ahdafuha, Majaalatuha Fi Misr), Cairo, Office of Demographic Education, Ministry of Education, 1980, 45 pages.

- Booklet in a series entitled "Environmental and Demographic Education Teacher".

This booklet is aimed at helping teachers play a new role for which they have not been prepared, such being the role of a pioneer, an educator and a social reformer. This may be achieved through explaining to them the manner in which need for demographic education has emerged and also through explaining the concept and aims of such education.

The first of the booklet's six chapters deals with the immense problem now facing humanity, consisting in the rapid multiplication of population at rates far exceeding the ability to develop national resources and wealth at a matching speed.

In his second chapter, the author explained what is meant by demographic education and described its constituent elements and its relation to family, sex and environmental education.

The third chapter is concerned with the aims of demographic education.

Chapter 4 deals with the various scopes of demographic education, the factors influencing population growth and the manner in which future plans concerning demographic education may be put into effect.

The fifth chapter is devoted to text books, reading material in schools, teaching methods, techniques and aids and methods of student evaluation.

In his sixth and last chapter, the writer recounted the Ministry of Education's accomplishments in the field of demographic education.

Bibliography

33. Gamil, Mohamed El-Sayyed, "Recent Publications in the Field of Demographic Education", (Sadara Akhireen Fi Majaal Al-Tarbiyah Al-Sukkaniyyah), "Majallat Al-Tarbiyah Al-Sukkaniyyah Wal-Beeiyyah", (Magazine of Demographic and Environmental Education), Issue No. 2, (March 1980), pp. 13-16.

After talking on the population problem and the threat it poses to socio-economic development plans, the writer reviewed the Ministry of Education's endeavours in establishing an office for demographic education and described the office's activities in laying down plans and executive programmes and in putting out publications for clarifying the concept, aims, scopes and teaching and evaluation methods of demographic education.

The writer went on to explain and analyse the curriculum of mathematics for the first three years of the primary stage and showed how mathematical concepts may be incorporated in demographic education.

He, further, described the practical steps which would help teachers teach demography and reviewed some practical examples for teaching addition, substraction and division processes, showing how demographic concepts could be accommodated in these processes.

Concluding his article, he encouraged teachers to develop new means and ways for uncovering practical concepts that would help them to teach demographic issues as part of school curricula.

Committees - Formation

34. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 1 Dated January 9, 1980 in Connection with the Constitution of a Supreme Committee for Demographic Education", (Qarar Wizari Raqm 1 Bi-Tareekh 9/1/1980 Bi-Shaan Tashkeel Lajnah 'Ulyaa Lil-Tarbiyah Al-Sukkaniyyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution on the constitution of a higher committee for demographic education consists of three articles.

The first article defines the aim sought by constituting this committee and describes its constitution, listing its members and their respective posts.

Article 2 is concerned with the committees meetings and the procedure for convening it.

The third and last article is concerned with the implementation of the Resolution as from its date of issue.

Curricula

35. El-Shimwani, Haifaa, "Fields of Demographic Education and Contemplated Sectors", (Majaalaat Al-Tarbiyah Al-Sukkaniyyah Wal-Qitaa'at Al-Mustahdafah), "Majallat Al-Tarbiyah Al-Sukkaniyyah Wal-Beeiyyah", (Magazine of Demographic and Environmental Education), Issue No. 2, (March 1980), pp. 5-6.

After explaining the aims of demographic education, specifically in developing countries, the writer described the experience of the United States in this branch and indicated the interest shown by Asia and India in such education owing to the high rates of population growth in them.

Commenting on the move on the part of the Egyptian Ministry of Education to introduce demographic education in school curricula, she said that this move has been instrumental in acquainting the new generation with the pertinent data on population, their components and the interaction between population factors and the standard and style of living. This, in her opinion, has illuminated youngsters on the facts of this essential subject.

The writer then said that concepts pertaining to population problems should be disseminated among the various groups of the society in order to check the phenomenon of dropouts in primary schools.

Concluding her article, she praised international organizations for their concentrated efforts in promoting educational programmes in schools, in boosting literacy programmes, in educating labourers and in stressing programmes of rural development.

36. Gamil, Mohamed El-Sayyed, "Non-Scholastic Demographic Education; Patterns of Activities Serving its Academic Curricula", (Al-Tarbiyah Al-Sukkaniyyah Ghayr Al-Madrasiyyah; Anmaat Min Anshitah Takhdum Manahijaha Al-Dirasiyyah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 110 pages.

- Booklet in a series entitled "Environmental and Demographic Education Teacher".

At the outset of his booklet, the writer explained the proportions of the problem of population growth worldwide and at the national level. He, then, explained the concept of demographic education and touched upon illiteracy in the Arab Fatherland.

Defining non-scholastic demographic education, he said it consists of orientation designed to be performed outside schools. He proceeded to deal with fields of non-scholastic demographic education and methods of offering this type of education.

The writer then presented a general framework for planning non-scholastic demographic education curricula, describing their aims and mentioning one example of educational material produced for that purpose. He, further, reviewed a set of different means and tools designed for evaluating programmes of demographic education and showed the extent of their consistency with the different facets of the evaluation process.

Concluding his booklet, the author reviewed some alternative frameworks for demographic education programmes and showed their impact on the quality of family and communal life. He also showed the impact of popular demography on the quality of life in the future.

Teaching

37. 'Ata, Mohamed Shafik, "Demographic Education; Light Thrown on its Implementation Programmes", (Al-Tarbiyah Al-Sukkaniyyah; Adwaa 'Ala Baramij Tanfeeziha), "Majallat Al-Tarbiyah Al-Sukkaniyyah Wal-Beeiyyah", (Magazine of Demographic and Environmental Education), Issue No. 2, (March 1980), pp. 7-9.

After defining demographic education and indicating its benefit to students in developing their positions, skills and know-how, thus helping them to take the proper decisions for amelioreting their lives at all times, the writer reviewed some of the subjects taught to them and emphasized the need for training children on taking decisions, for adopting nontraditional teaching methods and for moving positively towards better quality life.

He went on to deal with some problems which have faced those responsible for the inclusion of demographic education in curricula, whether in Egypt or in the outside world and pointed to the manner in which these problems were attended to.

Turning to the Ministry of Education, the writer cited some Resolutions issued by it for observing the supreme national policy regarding population and family planning and mentioned a number of Governorates chosen by the Ministry for establishing therein a basic structure for demographic education. Here, he mentioned the sources of financing the Ministry's plan for demographic education.

Concluding his article, he urged the authorities to expand opportunities of training by correspondence for teachers.

Teaching Methods

38. Gamil, Mohamed El-Sayyed, "Patterns of Teaching Methods in Demographic Education", (Anmaat Min Turuq Al-Tadrees Fil-Tarbiyah Al-Sukkaniyyah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 83 pages.

This booklet is designed to acquaint teachers with some suitable new patterns dealing with teaching methods and approaches and applicable in teaching their pupils.

The first of the booklet's four chapters is devoted to methods of teaching demographic subjects, including the teacher's presentation of the material, the manner in which problems are solved, the methods of exploring issued and the process of classifying, examining and analysing values.

Chapter 2 deals with some modern methods used in teaching demographic subjects in classrooms, such as playing or acting roles, evoking ideas, stimulating action, holding short working sessions and, lastly, conducting face-to-face discussions in panels of small working groups.

The third chapter is concerned with demographic charts and diagrams. It indicates the different ways in which illustrative diagrams may be drawn whether in the form of lines or in the form of columns or in the form of pyramids.

The fourth and last chapter deals with the ways in which demographic field surveys may be conducted. These include observation, interviews, questionnaires and case study of characteristics.

DEMOGRAPHIC EDUCATION AND DEVELOPMENT

39. Hussein, Mansour, "Population, Development and Demographic Education", (Hamla Al-Sukkan Wal-Tanmiyah Wal-Tarbiyah Al-Sukkaniyyah), "Majallat Al-Tarbiyah Al-Sukkaniyyah Wal-Beeiyyah", (Magazine of Demographic and Environmental Education), Issue No. 2, (March 1980), pp. 2-4.

Pointing to the relation between population and education, the writer said that density of population results in scarce resources and creates problems which reflect on the life of individuals and influence their culture and attitudes.

Likewise, he added, population movement is linked to the policy of educational planning, especially that demographic research has proved that educationally underdeveloped nations are still multiplying in large numbers. This problem, he said, should be checked through educating and illuminating the different groups of the nation.

He went on to indicate the extent of correlation between population, socio-economic development and education, saying that education is the link between available human and material resources and socio-economic development.

In conclusion, the writer praised the Ministry of Education for its interest in demographic and environmental education and underlined the need for injecting curricula with such education.

DRAMATICS

40. Hegazi, Gawad, "The Child's Theatre; A New Successful Experiment", (Masrah Al-Tifl; Tajrubah Jadeedah Najihah), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 1, (March 1980), pp. 14-15.

At the beginning of his article, the writer described a successful experiment he had witnessed at El-Salam College, where children displayed their acting talent on the child's stage. He also described how the audience of children reacted to the dramatics.

He went on to say that the curricula of the primary stage should be translated into dramatic performances presented in an entertaining form. This, in his opinion, would enhance children's imagination and boost their comprehension of curricula.

Another experiment in dramatics was conducted in S.O.S. Children's Village and was, in turn, described by the writer who said that any dramatics involving children should be based on sound principles, taking into account the child's needs, mentality and receptiveness. Before dramatics become commonplace in child education, a clearly-defined policy determining the aims and philosophy of dramatics should first be laid down, the writer concluded.

EDUCATION

Aims

41. Nasr, Nawal Ahmed Ibrahim, "Public Education's Role in Changing Certain Cultural Aspects in a Conservative Community", (Dawr Al-Ta'leem Al-'Aamm Fi Taghyeer Ba'd Al-Jawanib Al-Thaqafiyyah Fi Mujtama' Muhafiz), Cairo, Faculty of Girls, 'Ain Shams University, 1980, 222 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Girls, 'Ain Shams University for obtaining the degree of M.A. in Education.

This dissertation falls into five chapters.

In the first chapter, the writer stated her problem, indicated its significance, defined the aim, scope and method of the thesis, reviewed some earlier research on related subjects and defined the terms used.

Chapter 2 deals with culture and its relation to education. Here, she explained the concept of culture, its beginnings, elements, characteristics and varieties. She, further, explained the relation between educational culture and concepts of habits, traditions and social values, giving examples of each.

The third chapter deals with El-Gamaliyyah, an old and conservative quarter in Cairo. She described its location on the map of Cairo, explained the reason for carrying its name, related its historical background and cultural characteristics and pointed to the quarter's landmarks, crafts, seasons and feasts and literary and practical aspects.

After explaining the aims of general and public education, the writer showed how education has been instrumental in effecting cultural changes in this conservative community. She described the role of educational institutions in bringing about such cultural change.

Chapter 5 contains the field survey undertaken by the writer. After describing the steps used in carrying out the survey, the tools utilized, the sample selected and the questionnaire forms drawn up, the writer elaborated on the results obtained.

The writer discovered that there are significant differences between girls living in the quarter who have had regular education in public secondary schools and those who have had no education and were never exposed to any formal schooling. Statistical tables were given to demonstrate the writer's findings.

Following a summary of the thesis, the writer advanced some recommendations and proposals and listed her Arabic and foreign reference books.

Development

42. Sami, Mahmoud, "The Teachers' Association's Views on the Development and Modernization of Education", (Rouyat Niqabat Al-Mu'allimeen Li-Tatweer Wa Tahdeeth Al-Ta'leem), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 590, (March 15, 1980), pp. 52-53.

An account is given in this article of the discussions which took place in the Teachers' Association's conferences and in its branches on the proposals contained in the working paper presented by the Minister of Education concerning the development and modernization of education.

The conferences' discussions and ensuing recommendations underlined the need for ridding education in new communities from any conventional or traditional systems, building more nurseries in collaboration with corporations and establishments, adopting basic education as a system conducive to linking the school to the society, developing secondary stage curricula, paying increased attention to teacher training, supplying technical schools with up-to-date equipment and devising a nation-wide plan for wiping out illiteracy in rural and urban centers with the assistance of some other organizations.

The last recommendation called for a more active role on the part of the Teachers' Association in bringing about a successful plan for the modernization and development of education.

43. "Modernization and Development of Education; Summing Up of Teachers' Views as Expressed at their Locations", (Tahdeeth Al-Ta'leem Wa-Tatweeruhu; Hasilat Aarea Al-Mu'allimeen Fi Qawa'idhum), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 1, (March 1980), pp. 4-9.

A sum up of the views expressed by teachers in a series of conferences held for discussing the working paper on the modernization and development of education in Egypt prepared by the Minister of Education is contained in this article.

These views deal with the following subjects: bases for the expansion of nurseries, requirements for the basic education stage, detection and treatment of existing passive symptoms in primary education, bases for developing secondary education, linking production plans with technical education plans, expansion of private education with control measures duly exercised, subjecting service classes to strict supervision, finding solutions for the problems of special education, wiping out illiteracy, attending to the teacher's problems, including training, material and moral standard and adequacy, improving the efficiency of educational administration and stressing the leadership role of the Teachers' Association in advancing the teaching profession.

44. A.R.E., National Center for Educational Research, "Review and Analysis of the Views and Proposals Advanced by Ministries, Universities, Trade Unions and Governorates in Respect of the Working Paper on the Development and Modernization of Education in Egypt", ('Ard Wa-Tahleel Aaraa Wa Muqtarahaat Al-Wizaraat Wal-Jami'aat Wal-Niqabaat Wal-Muhafazaat Bi-Shaan Waraqat Al-'Amal Hawla Tatweer Wa-Tahdeeth Al-Ta'leem Fi Misr), Cairo, National Center for Educational Research, 1980, 129 pages.

The Egyptian Ministry of Education had prepared a working paper on the proposed approaches to the development and modernization of the educational system in Egypt. The paper was communicated to ministries, universities, trade unions and governorates for their consideration and appraisal. The commentaries received from these agencies are grouped in this document and are also subjected to critical analysis.

Subjects covered in this document include: educational philosophy and aims, the structure and ladder of education, non-systematic education, educational inputs such as text books, aids, equipment, curricula, school buildings, systems of evaluation, extra-curricular activities, teacher training and care extended to pupils, educational administration and financing problems.

A list of the bodies which responded to the working paper is given at the end of the document.

Development - A.R.E.

45. A.R.E., Ministry of Education, "General Framework of the Plan Devised for Moving towards Implementing Development and Modernization Programmes of Education in Egypt", (Al-Itaar Al-'Aamm Al-Muqtarah Li-Khuttat Al-Taharruk Nahwa Tanfeez Baramij Tatweer Wa-Tahdeeth Al-Ta'leem Fi Misr), Cairo, 1980, 67 pages.

This document consists of a general framework of a plan devised by the Egyptian Ministry of Education for putting into effect the programmes aimed at developing and modernizing education in Egypt.

The plan calls for setting up five working groups, each for handling a set of educational aspects.

The first working group would concern itself with programmes intended for developing educational structure and content. Educational aspects assigned to it include expansion of child education under pre-basic education age, development and promotion of basic education and general and technical secondary education, attending to education in regions possessing special natural features (such as reclaimed lands, Sinai peninsula and new communities) and backing up of non-systematic education.

Group 2 is entrusted with programmes intended for improving educational care and evaluation methods and for overseeing student flow averages. Subjects covered by this group include educational care extended to pupils in general and to the handicapped and gifted as well, methods of application for enrollment, systems of examinations and devices for raising the general standard of efficiency of the educational system.

The third working group is concerned with the programmes aimed at training and qualification of teachers.

Group 4 is charged with plans for improving school buildings and developing educational equipment and aids.

As for the fifth and last working group, its terms of reference include programmes aimed at developing school administration and logistics, communication and data collection, financing, equipment for research purposes and educational renovation.

The general framework defined the functions, aims and activities of each respective working group and of the bodies involved in the necessary preparation, implementation and timing of educational development programmes.

46. Arab League Educational, Scientific and Cultural Organization (ALESCO) "Development and Modernization of Education in Egypt", (Tatweer Al-Ta'leem Wa Tahdeethuhu Fi Misr), Cairo, Department of Documentation and Information, 1980, 160 pages.

This document contains an account of the resolutions and recommendations adopted by conferences, panels and ad-hoc committees on subjects pertaining to the development and modernization of education.

The document is divided into three parts.

Part 1 deals with general principles for educational planning, for the formulation of curricula and for developing educational administration.

The second part is concerned with educational and training organizations and systems. Subdivisions include subjects like basic education, secondary and vocational education, education of the gifted and handicapped, vocational training, on-job teacher training, literacy campaigns and adult education.

The third and last part emphasizes the importance of Arabic as the language of teaching all subjects in all types of schools, faculties and scientific and technical institutes in all Arab countries. It, also, emphasizes the need for applying modern teaching methods in teaching foreign languages.

Problems

47. El-Sebaei, Labib, "Egyptian Education is in Danger; A University Issue", (Al-Ta'leem Al-Misri Fi Khatar, Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 592, (April 15, 1980), pp. 42-43.

Dealing with the problems of Egyptian education in schools and universities, the writer said that these problems cannot be overcome by the traditional methods. He cited with approval the views made by the Chairman of the Committee on Education in the People's Assembly who called for an overall integrative policy of education enabling Egypt to realize its future aspirations.

Proposals advanced for correcting the educational system in Egypt include: expansion of nurseries on solid basis, return to the system of long school day, developing teachers' efficiency, checking admission in the general secondary education, opening more comprehensive schools, attracting pupils to join technical education, providing human and material resources for universities, establishing interdependence between secondary and university education and placing more emphasis on technical institutes.

Trends

48. A.R.E., Ministry of Education, "Trends and Features of Future Education", (Ittijahaat Wa-Malamih Ta'leem Al-Ghadd), Cairo, National Center for Educational Research, 1980, 80 pages.

This document consists of a general review of the features of the new plans laid for the development and renovation of education within the framework of a national strategy aimed at educational reform.

The first of the document's four chapters deals with the basic principles at the root of any educational philosophy visualized for the immediate future and the general educational aims in Egypt for both the individual and the community.

Chapter 2 reviews the general structure and various stages of formal education down from the pre-basic education stage and up to the stage of secondary education with its different types.

Informal education is covered in Chapter 3 where emphasis is laid on the need for integration of both formal and informal education.

The fourth chapter is concerned with educational inputs including curricula, teaching methods, text books, educational aids as vital instruments in the educational process and systems of evaluation and examinations as they now exist and as eventually developed to correspond to any educational reform for the future. Other inputs include teaching bodies, teacher training techniques, modern educational administration policies based on modern concepts of education and financial requirements for future education. The document pointed to the means for developing new funds, such as the contributions given by economic enterprises.

EDUCATION AND DEMOCRACY

49. Escaros, Philip, "The Democratic Behaviour of the Egyptian Citizen and the Role of Education in its Development; A Field Survey", (Dimoqratiyyat Suluk Al-Muwatin Al-Misri Wa-Dawr Al-Tarbiyah Fi Tanmiyatiha; Dirasah Maydaniyyah), by Philip Escaros, with an introduction by Youssef Khalil Youssef, Cairo, National Center for Educational Research, 1980, 164 pages.

In an introduction to this research, the writer demonstrated its significance in revealing how in-class education and out-of-class education outside schools contribute towards the broadening and deepening of the democratic behaviour of the Egyptian citizen.

The text of the document follows in five chapters.

Chapter 1 consists of a general framework of the research on democratic behaviour. It points to the significance of this subject, lays down the writer's postulates, explains his method in developing the research and defines the terms occurring in the course of his work.

The second chapter is concerned with the requirements of democratic life.

In Chapter 3, the writer described the steps involved in his field survey, showing how the criterion of democratic behaviour may be translated from theory into practice and tangible results and indicating the manner in which his sample was selected.

Chapter 4 relates and interprets the writer's findings.

The fifth and last chapter contains some educational suggestions deemed conducive towards broadening and deepening the democratic behaviour of the individual, both in-class and out-of-class.

The research ended with a list of reading material in Arabic and foreign languages.

EDUCATION AND DEVELOPMENT

50. Ayyoub, Mohamed El-Sayyed, "Population and Agricultural Development", (Al-Sukkan Wal-Tanmiyah Al-Ziraa'iyyah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 64 pages.

- Booklet in series entitled "Teacher of Environmental and Demographic Education".

In five chapters, this booklet dealt with the problems of population and socio-economic development and covered subjects like population and the agricultural area in Egypt, with emphasis on production capacity, arable area, factors checking agricultural area and whether agricultural produce meets the country's needs.

After dealing with imports and Egypt's dependability thereon, the booklet dealt with Egypt's food requirements up to the year 2000 in the light of its growing population.

The booklet then indicated that scientific discoveries are liable for eliminating the causes which, in the past, gave rise to famines.

Views in favour of higher reproduction rates, whether on the international level or on the level of the Arab Nation, were discussed in the booklet. Proponents of these views say that the world will be in constant need of well cultured and trained labour.

In conclusion, the booklet predicted that whoever owns food in the future would rule the world.

EDUCATION AND THE SOCIETY

51. Hussein, Mansour, "Role of Education in the Social Change", (Dawr Al-Ta'leem Fil-Taghyeer Al-Ijtimaa'i), "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No. 1, (January 1980), pp. 8-12.

After explaining the aims of development plans and their impact on consolidating the state's economic and social structure, the writer dealt with the bases on which the society's progress is realised and demonstrated how education contributes towards the realization of the individual's political, economic and social freedoms.

Moving to the principle of equal opportunities in education, he described the process pursued in Egypt to ensure such equality, being a prerequisite to democracy in education.

The writer went on to discuss the hindrances to social change, saying that planning ensures that all obstacles standing in the way of social change are attended to. Education, in the writer's opinion, is conducive to any required social change. All obstacles hindering education from performing its role in bringing about social change should be removed, he concluded.

52. 'Ali, Sa'id Isma'il, "Studies in Socialities of Education", (Dirasaat Fi Ijtima'iyyat Al-Tarbiyah), by Sa'id Isma'il 'Ali and Zeinab Hassan Hassan, Cairo, Dar Al-Thaqafah Lil-Tiba'ah Wal-Nashr, 1980, 285 pages.

This book consists of an introduction and seven chapters.

In their introduction, the co-authors indicated the reasons which led education to incline towards studying the society in our present times.

Chapter 1 deals with the relation between education and the society and traces the beginnings of the social approach in Education. It reviews the aims of educational socialities and indicates their place among educational sciences.

In Chapter 2, the authors dealt with the relation between education and social structure.

The third chapter defines the factors which influence Egyptian culture and relates the responsible role of education in this area.

Chapter 4 is concerned with the population problem, its meaning, development and educational proportions and explains the role of education in any population policy.

In Chapter 5, the authors explained the meaning of socio-economic development, indicated its importance and hindering obstacles and showed how education could play a responsible role in this field.

Chapter 6 is devoted to the problem of illiteracy. It indicates the passive effects of this problem, described the efforts deployed for wiping it out and pointed to the future of the literacy campaign.

The seventh and last chapter deals with the concept of bureaucracy and indicates the responsibilities of education in facing bureaucratic problems.

A list of relevant references and readings is appended to each chapter of the book.

EDUCATIONAL ACTIVITIES

53. Kazem, Medhat, "Educational Activities Needed by the Egyptian Child", (Al-Anshitah Al-Tarbawiyyah Allati Yahtajuha Al-Tifl Al-Misri), "Sahifat Al-Maktabah", (Library Magazine), Vol. 15, Issue No. 1, (January 1980), pp. 13-24.

Following an introduction on what is meant by educational activities and an indication of the importance of such activities to the child, the writer elaborated on the spiritual, intellectual, social, emotional and bodily aims of educational activities, then reviewed the bases for such activities and described their psychological, physiological and social functions.

Moving to the areas and types of educational (or extracurricular) activities, the writer said they fall into four categories, namely:

1) Social activities which are exercised through school cooperative societies, school saving groups and community services and picnics.

2) Cultural activities which take the form of lectures, debates, panels, library work, free reading and school journalism.

3) Athletic activities which cover all types of sports.

4) Art activities which include plastic art, music and dramatics.

In conclusion, the writer quoted the programmes contained in the Paper on Developing and Modernizing Education and underlined their importance in building up a new generation and in uncovering the talents and inclinations inherent therein.

Library - Development

54. A.R.E., Ministry of Education, "Annual Report on Library Activities and Development", (Al-Taqreer Al-Sanawi 'An Nashaat Al-Maktabah Wa-Tatweeriha), Cairo, Directorate-General for Educational Activities, Ministry of Education, 1980, 4 pages.

This report covers the activities of the central library of the Ministry of Education during the period January 1, 1979 through December 31, 1979. It indicates the library's function in acquiring modern books in Arabic and foreign languages dealing with all branches of knowledge and putting them at the immediate disposal of the Ministry's officials and men of research.

Periodical bibliographical lists are prepared by the library and circulated among the Ministry's advisers and department heads for their guidance and possible interest.

A table is given in the Report showing the library's activities during the year under study, including the number of books borrowed for internal use in the library and the number of books externally borrowed. The table, further, shows the number of visitors to the library, internal borrowers and external ones.

A further table classifies books borrowed internally or externally according to subject.

A list of the scientific and educational reviews procured by the library is given at the end of the Report for the benefit of men of research.

EDUCATIONAL ADMINISTRATION

55. A.R.E., Legislations, Laws, Regulations ... etc., "*Ministerial Resolution No. 25 Dated March 1, 1980 in Connection with Job Classifications at the Various Levels in the Bodies of Educational Directorates and Administrations in the Governorates*", (Qarar Wizari Raqm 25 Bi-Tareekh 1/3/1980 Bi-Shaan Tahdeed Al-Mu'addalaat Al-Wazifiyyah Min Al-Mustawayaat Al-Mukhtalifah Li-Ajhizat Mudiriyyaat Al-Tarbiyah Wal-Ta'leem Wal-Idaraat Al-Ta'limiyyah Bil-Muhafazaat), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 37 pages.

This Resolution, which consists of six articles, deals with job levels and classifications and salary scales of employees assigned to Educational Directorates and Administrations in the various Governorates and subdivisions.

EDUCATIONAL CARD CATALOGUES

56. Tewfik, 'Awad, "*Index of Subjects Published in the Magazine of Modern Education 1947-1973*", (Fihris Mawdou'i Li-Majallat Al-Tarbiyah Al-Haditha 1947-1973), By 'Awad Tewfik, Fawkiah 'Abdul Fattah and Ahmed Ghanem, Cairo, Agency of Documentation and Educational Data, National Center of Educational Research, 1980, 254 pages.

Following an introduction on the aims sought from the compilation of indices in general, the document described the steps involved in the preparation of an index covering the topics and their respective writers or translators published in the Magazine of Modern Education eversince it was established in 1947 and until 1973. A description was given of the manner in which the items compiled in the index were arranged according to their Arabic alphabetical order.

The text of the document is divided into two parts:

Part 1 deals with the topics covered in the magazine followed by a listing of all articles dealing with each specific topic arranged alphabetically and citing the names of their respective writers.

Part 2 is an index of writers, co-authors and translators, also arranged alphabetically. Opposite each name appears the pertinent number of articles written by him as listed in the topical index in Part 1 above.

EDUCATIONAL CONFERENCES

57. The National Conference on the Health of the Egyptian Child Up to the Year 1990, Cairo, December 10-13, 1979, "Conference's Activities and Recommendations", (A'maal Wa-Tawsiyaat Al-Muatamar), "Al-Shabab Wa 'Ulum Al-Mustaqbal" magazine, (Youth and Future Sciences), 3rd year, Issue No. 6, (January 1980), page 4 of the supplement.

An account is given of the National Conference on the Health of the Egyptian Child Up to the Year 1990, including the names of states and international and foreign organizations participating in it and the obstacles discussed therein, followed by a set of recommendations adopted by conferees.

These recommendations call for ceaseless efforts to reduce mortality rates among infants, increasing efforts to immunize children against measles, efforts to reduce the rate of heart rheumatic afflictions among school children and the rate of Bilharzia victims between the age of 5 and 15, increasing efforts to give children BCG immunity against tuberculosis, carrying out plans for checking endemic diseases such as Bilharzia, Ancylostoma, ameba and Ascaris and reducing the rates of malnutrition and anemia among children under pre-school age.

EDUCATIONAL INFORMATION MEDIA

58. Tammam, Tammam Isma'il, "The Scientific Content of Some Information Media and its Employment in Scientific Education", (Al-Muhtawa Al-'Ilmi Li-Ba'd Wasaiyl Al-I'laam Wa-Istikhdamuhu Fil-Tarbiyah Al-'Ilmiyyah), Minya, Faculty of Education, Minya University, 1980, 175 pages.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Minya University, for obtaining the degree of M.A. in Education.

The topic of this dissertation is comprised in seven chapters.

Chapter 1 indicates the importance of this research, explains its aim, reviews a set of questions which are duly answered in the research, indicates his assumptions and the scope of work and identifies the terms used throughout the thesis.

In Chapter 2, a review is made of some earlier writings on related topics.

Chapter 3 describes the procedure involved in the field survey and explains the points covered by the questionnaire.

In the fourth and fifth chapters, the writer listed the results of his field survey and of the questionnaire and critically analysed and interpreted them. The conclusions reached point to the fact that newspapers and magazines of general nature, as well as scientific reviews having popular appeal, contain a large number of scientific subjects about universe, living creatures, natural phenomena and inorganic substance which, if taken into consideration at the time of formulating curricula, would help in giving a proper scientific education to youngsters, consistent with the requirements of our age.

Chapter 6 contains suggestions about the use of newspapers and magazines in the teaching of sciences.

The dissertation ended with Chapter 7 which contained a resume of the thesis and a set of recommendations advocated by the writer. These recommendations call for encouraging pupils with scientific inclinations to read scientific magazines and reviews, utilizating the scientific material contained in such reviews in the preparation of bulletin board school magazines or in producing programmes on the school radio, requiring pupils to write scientific reports or articles based on the scientific material contained in reviews and encouraging teachers to deposit their scientific magazines and reviews with the class library.

The writer's bibliography and tables and tools used in the field survey are appended to the dissertation.

EDUCATIONAL LEGISLATIONS

59. "Some Legislations on Childhood", (Ba'd Al-Tashree'aat Al-Khassah Bil-Tufulah), Tanta, Faculty of Education, Tanta University, 1980, 7 pages.

- Paper presented to the Second Symposium on Childhood held in Tanta between February 18 and 19, 1980.

This paper is concerned with Egyptian legislations enacted in connection with childhood, having as their principal source the Islamic Shari'ah (i.e. legal doctrine). These legislations deal with custody of children, pregnancy and protection of child's rights through special Hasbi tribunals.

A review is made in this paper of the laws sponsored by the Egyptian Ministry of Justice to safeguard children's rights and to ensure honest custody over it. It also reviewed the Labour Laws Nos. 91 and 139 of 1959 whereby the Ministry of Labour required establishments employing women to set up nurseries for their children. The same labour laws established women's rights to maternity holidays, thus safeguarding the children's interests. Employment of juveniles is governed by law.

The paper, further reviewed the laws sponsored by the Ministry of Social Affairs between 1961 and 1977, including the Law of Nurseries No. 50 of 1977.

Other legislations reviewed include the laws sponsored by the Ministry of Education between 1925 and 1970 and other laws sponsored by the Ministries of Health and Culture for caring for children culturally and health-wise.

EDUCATIONAL PLANNING

60. Labib, Rushdi, "Towards a Futurist Vision for Education and its Components in Arab Countries and How to Plan for its Realization", (Nahwa Rouyah Mustaqbaliyyah Lil-Ta'leem Wa-Muhtawaah Fil-Buldaan Al-'Arabiyyah Wa-Kayfiyyat Al-Takhteet Li-Tahqeeqiha), "Panel on the Social Dimensions of Education in Egypt, May 11-13, 1980", (Nudwat Al-Ab'aad Al-Ijtimaa'iyyah Lil-Ta'leem Fi Misr 11-13 Mayo 1980), Cairo, National Center for Social and Criminal Research, 12 pages.

In this paper, the writer described the features of a future vision in respect of the components and curricula of education in Arab countries in general and in Egypt in particular, with some suggestions regarding the vital steps involved in the realization of this vision and the ensuring bearing on educational components and curricula.

The writer then reviewed some background information on the anticipated demographic, economic and social developments and the present strategies in sociology and education in the light of contemporary world indicators.

As regards the planning for bringing about the realization of this futurist vision, the writer reviewed related research on scientific and technological education and underlined the need for reinforcing educational research centers, training the necessary professional and technical cadres and developing the curricula building machineries. All this, he added, should be subjected to careful planning.

In conclusion, he advanced some suggestions aimed at broadening the scope of experimentation in educational policies, coupled with a continuous process of assessment and evaluation.

A.R.E.

61. 'Abdul Gawwad, 'Abdullah El-Sayyed, "Planning for Higher Education in the Arab Republic of Egypt and its Role in the Socio-Economic Development", (Al-Takhteet Lil-Ta'leem Al-'Aali Fi Jumhuriyyat Misr Al-'Arabiyyah Wa-Dawruhu Fil-Tanmiyah Al-Ijtimaa'iyyah Wal-Iqtisadiyyah), Assiut, Faculty of Education, Assiut University, 1980, 408 pages.

--Dissertation submitted to the Department of Educational Principles, Faculty of Education, Assiut University, for obtaining the degree of Ph.D. in Education.

This dissertation is divided into an introduction and four parts.

In his introduction, the writer described the importance of the research in question, laid down its aims, postulates, scope and hypotheses, explained his method in developing the research and defined the terms frequently occurring in his work.

The first of the dissertation's four parts consists of three chapters and deals with higher education in Egypt. After relating the developments undergone by higher education since 1805 and until formal universities came into existence, the writer explained why so many universities, provincial and specialized, have been created. He went on to explain the philosophy behind the development of higher education and reviewed some earlier research on his topic. Likewise, he dealt with the relation between higher education and Egypt's socio-economic development, indicating the economic and social function of higher education. He discussed, as well, the expansion and development of higher education.

Part 2, comprising two chapters, dealt with the role of planning organizations in preparing the socio-economic plan. After indicating the role played by the administrative structure of higher education and universities in planning, he criticized and evaluated the socio-economic plan.

In Part 3, also comprising two chapters, he dealt with the strategy of educational planning in Egypt and the methods and techniques of such planning.

Moving to the field survey undertaken by him, the writer stated the necessary elements in planning, then described the questionnaire form prepared, the sample selected, the steps involved in circulating the questionnaire and the statistical approach to the questionnaire's results.

Part 4, which consists of two chapters, is devoted to a proposed plan for university education in Egypt based on the outcome of his field survey.

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The writer's recommendations are classified into recommendations dealing with admission in faculties and institutes, with graduates and the labour force and with the training of teaching bodies.

The dissertation concluded with the writer's bibliography on useful references and reading material.

EDUCATIONAL RESEARCH

62. A.R.E., National Center for Educational Research, "Projected Plan for the Center's Studies and Research in 1980", (Mashrou' Khuttat Abhaath Wa Dirasaat 'An Al-Markaz 'An Sanat 1980), Cairo, 1980, 6 pages.

This document contains the blueprints of the National Center for Educational Research's plan for carrying out research and studies on educational subjects in the course of 1980.

Proposed subjects include basic education, development of technical education curricula and systems and curricula of teacher training colleges and the creation of "examination questions banks" for the two branches (scientific and literary) of the third year secondary.

Proposed research on educational documentation and data cover subjects like systems of education, educational reference books and periodicals, research on methodology, educational publicity and educational services. Other activities in which educational documentation could play a role in 1980 are also mentioned in the document.

63. "M.A. and Ph.D. Dissertations Dealing with Childhood", (Buhuth Majestair Wa Doktoraah Fi Majalaat Al-Tufulah), Tanta, Faculty of Education, Tanta University, 1980, 17 pages.

- Paper presented to the Second Symposium on Childhood held in Tanta between February 18 and 19, 1980.

This paper contains synopses of eight dissertations dealing with nurseries and childhood, submitted to Egyptian universities between 1967 and 1978 for obtaining the degrees of M.A. and Ph.D.

Topics of these dissertations are: Types of efficiencies required in nursery specialists, proposed period during which nursery children may study their respective environments, study on the development of certain mathematical concepts among children, development of the classification process among children, utilization of certain types of dolls and its technical and scientific impact on children, nurseries and the society, evaluation of the role of nurses in Egyptian nurseries and the formulation of a training programme for kindergarten instructors in Lebanon.

64. A.R.E., National Center for Educational Research, "Guide to the National Center for Educational Research's Projects for the Year 1980", (Daleel Mashrou'aat Al-Markaz Al-Qawmi Lil-Buhuth Al-Tarbawiyyah Fi 'Aamm 1980), Cairo, 1980, 65 pages.

Following an introduction on the aims contemplated from this Guide and the method used in arranging its material, the Center's projects proposed for 1980 were divided into nine sections, each of which is concerned with a specific area for the Center's projects.

Respectively, these areas are: basic education, examination questions banks, development of technical education curricula, development of curricula in teacher training colleges, review of research and studies dealing with school subjects, text books and teachers' guides, educational activities, projects jointly financed with foreign bodies and projects to be undertaken by the Educational Documentation and Data Agency in 1980.

Aims

65. A.R.E., Academy for Scientific Research and Technology, "Visualization of the Role of Scientific Research in Egypt; Its Present and Future", (Rouayah Fi Dawr Al-Bahth Al-'Ilmi Fi Misr; Hadiruhu Wa-Mustaqbaluhu), Cairo, 1980, 80 pages.

This document serves as a guide to the Egyptian Academy of Scientific Research and Technology and the activities carried out by it as well as its prospects for the future.

The document's introductory note indicates the future responsibilities of educational research in Egypt.

The text of the document is divided into four parts.

Part 1 describes the Academy's organizational structure, its functions and bodies and its role in boosting scientific research in universities. Specialized centers and institutes of research affiliated to the Academy are enumerated and their supporting scientific activities are described.

The second part is concerned with the accomplishments of the Academy proper and those of all affiliated research centers and institutes, including the supporting activities appertaining to scientific research.

Part 3 deals with the Academy's role in formulating the society's general policy and in developing the Egyptian community.

The fourth and last part comprises a set of approaches proposed for the Academy's future plans with a view to re-orienting scientific work according to the society's future dictates.

Conferences

66. Selim, Mohamed Saber, "Trends of Research on the Teaching of Sciences and their Impact on the Development of Scientific Education", (Ittijahaat Al-Buhuth Fi Tadrees Al-'Ulum Wa Atharuha Fi Tatweer Al-Tarbiyah Al-'Ilmiyyah), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 2 pages.

- Paper presented to the Annual Symposium organized by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", March 5-7, 1980.

After stressing the need for conducting research on the teaching of sciences, the writer said that a gap exists between the results obtained from such research and the conditions actually experienced by schools. In this connection, he explained the extent to which Egyptian science teaching curricula are influenced by the outcome of foreign research and experimentation.

He then said that the Arab World has experienced a rush on science teaching, then described the distinguishing characteristics of our present stage, mentioning in particular the increased interest in developing the educational process, the growing number of experts, specialists and researchers in scientific fields, the interest shown in the aids to curricula building and the research undertaken on modern types of curricula. He stopped to review some vital research on this subject.

In conclusion, the writer advanced some recommendations which should prove helpful in developing science teaching. These call for an overall survey of problems involved in science teaching and the creation of a link between the outcome of research and curricula.

67. Wassef, Su'ad Kamel, "Guidelines for Research on Sciences and Scientific Education", (Muashshiraat Li-Buhuth Fil-'Ulum Wal-Tarbiyah Al-'Ilmiyyah), Cairo Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 4 pages.

- Paper presented to the Annual Symposium organized by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", Cairo, March 5-7, 1980.

Following a review of educational problems which need academic and methodological investigation prior to finding any remedy or objective substitutes for them as a measure supplementing the process of development and implementation and in order to pave the road for sound approaches in the future, the writer mentioned certain areas where thorough research was most needed.

Areas proposed by her included the human resources needed for each stage of education (primary, preparatory, secondary, basic and technical), student evaluation, laboratories, curricula and activities of a scientific nature.

Subjects requiring first priority in research in each area are underlined by the writer.

68. Hendam, Yahya, "Trends Characterizing Some Research and Studies in the Field of Curricula and Mathematics Teaching", (Ittijahaat Ba'd Al-Buhuth Wal-Dirasaat Fi Majaal Al-Manahij Wa-Tadrees Al-Riyadiyyaat), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 5 pages.

- Paper presented to the Annual Symposium organised by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", March 5-7, 1980.

In this paper, the writer reviewed a number of research and studied either conducted or supervised by him in the area of mathematics curricula and teaching methods.

He divided his paper into two parts, the first dealing with mathematics to adults and the second with mathematics to primary, preparatory, secondary and pre-school stages.

In both parts, his outlined the research carried, explained the reasons for and the basis on which such research were carried and reproduced the conclusions and recommendations drawn.

The paper concluded with some observations on the basis for adjusting mathematics curricula in the secondary stage and for experimenting on modern mathematics to determine the problems encountered in teaching this subject.

69. Kazem, Ma'soumah, "Trends Characterizing some Research and Studies in the Field of Mathematics Curricula and Teaching Methods", (Ittijahaat Li-Ba'd Al-Buhuth Wal-Dirasaat Fi Majaal Manahij Al-Riyadiyyaat Wa Turuq Tadreesiha), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 10 pages.

- Paper presented to the Annual Symposium organized by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", March 5-7, 1980.

An account is given in this paper of the trends characterising some research and studies undertaken by the writer.

Divided into four parts, these studies deal respectively with mathematics curricula in general education and teacher training colleges, evolution of mathematics and its bearing on curricula and teaching methods, applications of mathematics and the psychological bases for the teaching of mathematics.

In describing each of the foregoing research, she explained the aims in view, the tools utilised in each respective research and the results and recommendations reached.

70. 'Emerah, Ibrahim Bassiuni, "Research and Studies on the Teaching of Sciences and Mathematics in which the Writer Has Either Taken Part or Supervised", (Buhuth Wa Dirasaat Tattasil Bi-Tadrees Al-'Ulum Wal-Riyadiyyat Ishtaraka Fil-Qiyaam Biha Aw Al-Ishraaf 'Alaiha Al-Kateb), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 13 pages.

- Paper presented to the Annual Symposium organized by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", March 5-7, 1980.

This paper represents a review of the studies or research papers dealing with the teaching of sciences and mathematics to which the writer contributed or which were prepared under his supervision.

After specifying the period in which these studies were published, the writer reviewed their subject-matter, dividing them into nine sections.

He, further, outlined the dissertations prepared under his supervision in fulfillment of academic degree requirements. These were divided into eight sections, with a synopsis on each dissertation given in the respective section.

After describing the basic features of the methods used in preparing the foregoing research, the writer reviewed the major results and recommendations reached by the authors for the purpose of profiting therefrom.

In conclusion, the writer listed all research papers dealing with scientific education and teaching methods written or supervised by him.

71. Annual Symposium Organized by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", Cairo, March 5-7, 1980, "Resumé of Some Exemplary Scientific Research on the Teaching of Mathematics", (Mulakhkhas Li-Ba'd Al-Namazij Min Al-Buhuth Al-'Ilmiyyah Fi Tadrees Al-Riyadiyyaat), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 4 pages.

This document consists of resumés of some M.A. and Ph.D. dissertations on the teaching of sciences and mathematics discussed in Egyptian universities.

Subjects are arranged in four sets.

The first three sets deal respectively with the teaching of sciences and mathematics in the primary, preparatory and secondary stages of education.

The fourth part summarizes dissertations dealing with more than one educational stage or with sciences and mathematics in general.

72. Annual Symposium organized by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", Cairo, March 5-7, 1980, "Symposium's Working Paper", (Waraqat 'Amal Al-Halqah), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 5 pages.

As an introduction to the Symposium's Working Paper, the document stressed the role of scientific research in effecting a real and serious evolution in the present conditions of science teaching and in resolving any problems involved.

After explaining the function of the Center for the Development of Scientific Education in promoting scientific research and profiting from its results, the Paper classified the topics to be discussed in the Symposium into four sections.

Section 1 dealt with the features of the present conditions of educational and scientific research in the field of science education and the teaching of sciences and mathematics in Egypt.

The second section is concerned with the benefits which may be reaped from any research on the promotion of scientific education in the Egyptian society.

Section 3 dealt with the approach for correcting any deficiencies presently occasioned in scientific research dealing with the teaching of sciences and mathematics with a view to reaching a condition where scientific research plays its effective role in the future.

The fourth section dealt with the function of the Center for the Development of Scientific Teaching in creating a link between scientific research and the actual development of scientific education in Egypt.

73. Annual Symposium organised by the Center for the Development of Scientific Teaching on the "Role of Educational Scientific Research in Egypt in Developing Scientific Education and the Teaching of Sciences and Mathematics", Cairo, March 5-7, 1980, "Classification of Papers Presented to the Symposium", (Tasneef Al-Buhuth Al-Muqaddamah Lil-Nudwah), Cairo, Center for the Development of Scientific Teaching, 'Ain Shams University, 1980, 12 pages.

In this document, titles of all papers read in the above-captioned Symposium are arranged according to the classification of their respective subjects in four sets.

The first three sets deal respectively with problems of the primary, preparatory and secondary stages of education.

The fourth set contains subjects of a general nature.

The document gives the title of each paper, the name of its author and a synopsis of the paper's general features.

EDUCATIONAL SCIENCES

74. Ahmed, Sa'd Moursi, "Introduction to Educational Sciences", (Al-Madkhal Ila Al-'Ulum Al-Tarbawiyyah), Cairo, 'Aalam Al-Kutub Bookshop, 1980, 215 pages.

The first of this book's six chapters deals with the teaching profession, its definition, origin, rules, conditions and significance.

Chapter 2 is concerned with the concept and aims of education.

In the third and fourth chapters, the author attempted to identify the fields of educational sciences and to indicate how these fields may be given through academic study. Here, he dealt with the basics and history of education, the history of education in Egypt, education and the society's problems, curricula, teaching methods, practical education and educational aids. He, then, reviewed some sciences which are supplemental and auxiliary to education.

Chapter 5 is concerned with the personality and characteristics of a successful teacher given in the form of typical models. The writer, here, dealt with the concept of success in teaching and the criteria for its appraisal.

The sixth and last chapter deals with the school's role in the society, the function of education in life, the sound behaviour and the problem of individual conduct.

EDUCATIONAL TESTS AND SCALES

75. Hassan, Ahmed Maher Anwar, "The Building of a Set of Tests for Measuring the Motor Abilities of Field and Track Jumping Contestants", (Binaa Majmou'at Ikhtibaraat Li-Qiyaas Al-Qudraat Al-Harakiyyah Li-Mutasabiqee Al-Wathb Fi Al'aab Al-Quwaa), Cairo, Faculty of Physical Education for Boys, Helwan University, 1980, 129 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Boys, Helwan University, Cairo, for obtaining the degree of Ph.D. in Physical Education.

This dissertation consists of five chapters.

Chapter 1 indicates the aim of the research in question, its significance and the extent to which it is needed, sets the writer's postulates and defines the terms used in it.

The second chapter contains a review of earlier theoretical research and studies conducted on related subjects.

Chapter 3 deals with the field survey. It indicates the manner in which motor characteristics and building components are defined and, also, the manner in which tests and measurements are utilized. An indication is given of how the sample was selected and how the statistical analysis was made. The writer, further, reviewed the exploratory research connected with his tests and the field procedures employed in the survey.

In Chapter 4, the writer reviewed the results of his research, then analysed and explained them.

The fifth and last chapter contains his conclusions and recommendations which call for giving due consideration to the body's weight and length, the thigh's diameter, the leg's length and the foot's size at the time of testing youngsters in the contests of long and triple jump.

The writer's appendices contained the questionnaire sheet used in determining the motor characteristics and building contents of long and triple jump contestants in field and track sports, followed by a list of relevant reference material.

EMPLOYEES

Increases

76. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 29 Dated March 12, 1980 in Connection with the General Regulations for Granting Merit Increases", (Qarar Wizari Raqm 29 Bi-Tareekh 12/3/1980 Bi-Shaan Al-Qawa'id Al-'Aammah Li-Manh Al-'Alawah Al-Tashji'iyyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 4 pages.

This Resolution, consisting of five articles, is concerned with the general rules for granting merit increases to the personnel of the Ministry of Education at all job levels.

Article 1 defines the merit increase and sets forth the conditions governing its payment.

In Article 2, rules for granting merit increases to school headmasters, teachers and principals, inspectors and section heads are set forth.

The third and fourth articles are concerned with the selection of Ministry personnel who are entitled to receive merit increases within the limits of the appropriated funds.

Article 5 provides for the implementation of the Resolution and specifies its effective date.

Leaves

77. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 19 Dated February 6, 1980 in Connection with the Measures to be Taken for Authorizing Leaves without Pay Either for Accompanying a Spouse or for Accepting a Foreign Contract of Employment", (Nashrah 'Aammah Raqm 19 Bi-Tareekh 6/2/1980 Bi-Shaan Ijra'aat Al-Tarkhees Bil-Ijazaat Bi-Dun Murattab Lil-Murafaqah Aw Lil-Ta'aqud), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Circular is issued pursuant to Article 3 of Ministerial Resolution No. 8 of 1980 under which Educational Directorates are authorized to act on any applications filed for obtaining leaves without pay.

The Circular specifies the cases in which employees may be permitted to enter into personal contracts of employment for working in foreign countries and states the conditions under which travel may be authorized.

After reviewing the types of special leaves on which Directorates may act, the Circular indicated the points to be verified by the Directorates before any personal contract is approved.

In conclusion, the Circular stressed that all formalities therein specified should be facilitated.

78. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 44 Dated April 27, 1980 in Connection with Leaves without Pay", (Nashrah 'Aammah Raqm 44 Bi-Tareekh 27/4/1980 Bi-Shaan Al-Ijazaat Bi-Dun Murattab), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 3 pages.

This Circular is concerned with the rules to be observed and the requirements to be fulfilled prior to approving any leave without pay applied for by employees of the Ministry of Education proper or of its different Directorates.

Such leaves fall into five categories, namely: leaves for entering into personal contracts of employment for working in foreign countries, leaves for accompanying a spouse who is either loaned to or under personal contract in a foreign country, leaves for some substantial reasons, leaves for looking after a child and leaves applied for by employees of the Ministry of Education proper. In the case of the last category, authorization for the leave without pay is issued by the competent Undersecretary of the Ministry.

Loaning

79. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 13 Dated January 24, 1980 in Connection with Employees Failing to Report to their Jobs after the Expiry of their Term of Loaning or Leave without Pay", (Nashrah 'Aammah Raqm 13 Bi-Tareekh 24/1/1980 Bi-Shaan Allazeena Yatakhallafun 'An Al-'Awdah Ba'd Intihaa Muddat Al-I'aarah Aw Al-Ijazah Bi-Dun Murattab), Cairo, Cabinet of the Deputy Minister of Education, Ministry of Education, 1980, 2 pages.

This Circular is concerned with the Egyptian teachers who are loaned to foreign countries or granted leaves without pay but fail to report to their jobs upon the expiry of their authorized absence.

After indicating the consequences of such a failure on the educational machinery, the Circular cited the relevant Articles in the Law of Civil Servants concerning resignations or absence of employees and described the steps to be taken with teachers failing to return to their original jobs as well as the role of the legal departments in interrogating contravening teachers.

Remunerations

80. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 46 Dated April 16, 1980 Amending Ministerial Resolution No. 98 of 1976 in Connection with the Remunerations Paid to those Taking Part in Supervising Public Examinations and Contests and Preparing Final Certificates", (Qarar Wizari No. 46 Bi-Tareekh 16/4/1980 Fi Shaan Ta'deel Al-Qarar Al-Wizari Raqm 98 Li-Sanat 1976 Al-Khaass Bi-Mukafaat Al-Imtihanaat Al-'Aammah Wal-Musabaqaat Wa Tahreer Al-Shihadaat), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

By virtue of this Resolution, an amendment introduced on Article 32 of the Implementing Regulations of Ministerial Resolution No. 98 of 1976 in connection with the constitution of accounting committees for handling examination affairs and the remunerations payable to members of such committees.

This Resolution applies as from the public examinations of 1980 and supersedes any other provisions in force.

Service Termination

81. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 45 Dated April 27, 1980 in Connection with the Failure to Report to Work Following a Loaning or Leave without Pay", (Nashrah 'Aammah Raqm 45 Bi-Tareekh 27/4/1980 Bi-Shaan Al-Inqitaa' 'An Al-'Amal Ba'd I'aarah Aw Ijaazah), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 3 pages.

This Circular is concerned with employees of the Ministry of Education who accept foreign employment either on a loaning basis or on the basis of personal contracts of employment and, on completing their terms of foreign employment or leave without pay, prefer to tender their resignations from their jobs with the Ministry rather than return to Egypt to assume their normal duties.

Following an introduction on the policy which the Ministry pursues in responding to requests for loanings and also on the disadvantages of accepting to enter into personal contracts, the Circular reviewed the measures to be taken by the different Educational Directorates in order to discourage employees from accepting foreign employment under personal contracts and to guard against any extension of such contracts beyond their specified terms.

The Circular, further, indicated the cases in which Directorates may accept resignations by loanees and employees obtaining leaves without pay and the cases in which certain categories of employees are prohibited from entering inte personal contracts.

Lastly, the Circular indicated the measures to be taken with employees who have been terminated on account of accepting foreign employment on the basis of personal contracts and who may wish to return to their original jobs.

Training

82. "On-job Training of Employees; Job Standards Required for Working with Children and the Impact of Training Thereon", (Tadreeb Al-'Aamileen Athnaa Al-Khedmah; Al-Mustawayaat Al-Wazifiyyah Al-Matlubah Lil-'Amal Ma' Al-Atfaal Wa Athar Al-Tadreeb Fiha), Tanta, Faculty of Education, Tanta University, 1980, 13 pages.

- Paper presented to the Second Symposium on Childhood held in Tanta between February 18 and 19, 1980.

Following an introduction on the aims sought from any training, the document reviewed the elements which ensure the success of practical training.

After reviewing the basic requirements in planning a thorough training programme, the document made a critical analysis of existing training programmes showing the manner in which programmes are planned, the system and techniques of training used, the quality and academic standard of students, the type of programmes applied in training nurses and the methods applied in evaluating training programmes. It also reviewed the manner in which training programmes may be improved.

In conclusion, the document presented some proposals for promoting child care and education, such as intensifying interest in child care on the part of competent educational bodies, placing training programmes and their implementation under the supervision of educational institutions, granting material incentives to successful students and benefitting from the specialized studies on childhood. A representative set of such studies was listed in the document.

Employees Transfers

83. A.R.E., Legislations, Laws, Regulations... etc., "Ministerial Resolution No. 50 Dated April 27, 1980 in Connection with the Rules for Effecting Transfers and Appointments in Teaching Bodies, Supervisory and Technical Jobs and other Technical, Administrative and Clerical Jobs", (Qarar Wizari Raqm 50 Bi-Tareekh 27/4/1980 Bi-Shaan Qawaa'id Al-Naql Wal-Ta'yeen Fi Wazayif Hayaat Al-Tadrees Wal-Ishraaf Wal-Tawjeeh Al-Fanni Wal Wazayif Al-Fanniyyah Al-Ukhra Wal-Wazayif Al-Idariyyah Wal-Maktabiyyah), Cairo, Cabinet of the Ministers, Ministry of Education, 1980, 38 pages.

This Resolution, which deals with transfers of employees within the same governorate or from one Governorate to another and appointments to various job levels, consists of eight articles and a set of rules divided into 5 sections.

Details of the procedures to be followed by the Educational Directorates in effecting transfers and appointments are described in the Resolution. In the case of higher jobs, committees formed by the Minister of Education decide on appointments and transfers.

Environmental Education

84. Greiss, Halim, "Man and Environment", (Al-Insaan Wal-Beeaah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 47 pages.

This booklet, which consists of 5 chapters, is a practical guide to pupils in developing their awareness and comprehension of the surrounding environment and in helping them to protect their life, body and nervous system against environmental dangers.

Chapter 1 deals with water and how to provide people with clean water which has been treated once and again to ensure its purity from any pollutants.

The second chapter is concerned with air. It explains how air may be protected against pollution and against the harms and diseases resulting from air pollution.

Chapter 3 is devoted to the healthy disposal of garbage and remains.

Noise, as a pollutant, is covered in Chapter 4 which indicates the dangers to health and man's nervous system caused by noise pollution. It also shows how calm may be realized for the benefit of the society.

In his fifth and last chapter, the author dealt with insecticides and the proper way to apply them against harmful insects without causing any harm to man.

Each chapter is appended with examples of activities in which pupils may engage to promote their knowledge of the specific subject covered. Exercises and problems, together with their solutions, are also given at the end of each chapter. Illustrative pictures and charts are inserted in the booklet's respective chapter.

Panels

85. Egyptian Working Panel on Environmental Education, (Halqat Al-'Amal Al-Misriyyah Hawl Al-Tarbiyah Al-Beeiyyah), Alexandria, August 28 through September 6, 1979, "Al Rabitah" Magazine, Vol. 5, Issue No. 1, (March 1980), pp. 5-6.

A working panel dealing with population, family planning and environmental education was held in Alexandria, Egypt, between August 28 and September 6, 1979 under the sponsorship of the Egyptian Ministry of Education. A large number of teachers and inspectors engaged in different branches of knowledge took part in it.

The aim of this panel was to explain family planning methods, means of checking population growth and environmental concepts and to indicate how these concepts may be injected in current curricula.

The panel discussed Egypt's environmental problems, including traffic bottlenecks, air pollution, disposal of sewer water, influx of rural population in towns and loss of agricultural land to urban purposes.

Three working groups were established by the panel for dealing with the various aspects of developing school curricula.

Following the panel, a field work was conducted in Al-Ajami section of Alexandria for surveying the manner in which urban land was utilized and its ecological implications. Environmental advantages and present and future urban pressures in Egypt were also brought up to discussion in the panel.

Teaching Methods

86. El Shaikh, Ahmed, "Suggested Methods for Teaching Demographic Subjects", (Turuq Muqtarahah Li-Tadrees Al-Tarbiyah Al-Beeiyyah), Cairo, Office of Demographic Education, Ministry of Education, 1980, 69 pages.

This booklet is divided into three chapters.

Chapter 1 defines environmental education, explains its concept, indicates its importance and describes the role of both teacher and pupil in this type of education.

The second chapter is devoted to studying the local environment. Here, the author advises the teacher on the elementary subjects of the environment which may be presented to children in the primary stage with a view to helping them develop their skills in mathematics and language through using the environment as their primary and direct source of knowledge. This method also enables pupils to progress in their understanding of the more advanced and sophisticated concepts, such as the concept of acquiring an independent spirit within the framework of general collaboration with the society.

The author, further, related the stages through which education passes from the moment the environment is defined and until an open plan is formulated, such including a method based on the development of pupil's skill. A selective list of local environment features is appended to the chapter.

The third and last chapter emphasizes the significance of maps in environmental and demographic education and explains how pupils may be trained on drawing and reading maps.

Some helpful experiments on the use of maps in demographic studies are appended to the booklet.

ERADICATION OF ILLITERACY

87. Mahmoud, Mohamed 'Abdul Khalek, "The Role of the Ministry of the Ministry of Social Affairs and Insurance in the Problem of Illiteracy", (Dawr Wizarat Al-Shouoon Wal-Taaminaat Al-Ijtimaa'yyah Fi Mushkilat Al-Ummiyyah), "Al-Mujtama' Al-Jadeed", Issue No. 7, (January 1980), pp. 15, 16 and 45.

Following an introduction the various aspects of the problem of illiteracy in Egypt, the writer said that the Ministry of Social Affairs and Insurance assumes a heavy burden in literacy campaigns in that it supervises the new university graduates enlisted in public services and working among peasants who constitute the bulk of illiterates in Egypt.

After mentioning that the National Democratic Party has adopted a popular plan for fighting illiteracy, the writer said that a system of priorities should be established whereby certain categories of illiterates would receive first attention in the popular plan.

The writer went on to say that new classes should be opened for literacy purposes, material and moral incentives should be given to volunteers and proper supervision should be exercised over public service workers.

In conclusion, the writer described some achievements realized in the field of literacy campaigns.

88. "Nations' Experience in Eradicating Illiteracy", (Min Tajaarib Al-Umam Fi Mahwu Al-Ummiyyah). "Al-Rayed", Teachers' Magazine, 25th year, Issue No. 1, (March 1980), pp. 11 and 40.

After reviewing the experience of a number of nations in wiping out illiteracy, the writer said that in the light of such experience, the National Council for Education's Illiteracy Committee has adopted a set of recommendations aimed at wiping out this national scourge.

These recommendations call for putting the national literacy campaign under the patronage of the President of the Republic, creating an official machinery to supervise the campaign, inclusion of cultural material in literacy curricula, linking literacy plans with the socio-economic development programmes, inclusion of women in literacy campaigns, emphasizing dialogue and give and take in literacy courses, formulating literacy plans on sound scientific bases, making extensive use of the radio and T.V. in fighting illiteracy and linking the national literacy campaign to the programmes of public education.

In conclusion, the writer reviewed the recommendations adopted by the former National Council for Education on the problem of illiteracy and indicated the manner in which future relapses may be avoided.

89. Harbi, Mohamed Khairi, "World War Against Illiteracy", (Al-Harb Al "Aalamiyyah Didd Al-Ummiyyah), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils, 5th year, Issue No.2, (April-June 1980), pp. 73-77.

After reviewing the world rate of illiteracy in 1980 as compared to 1970 and with the anticipated rate in 1990, the writer said that this rate is continuously increasing for the reasons given by him.

Approaches to the problem of illiteracy lie in a double policy aimed at teaching adults and providing education opportunities to children under school age, he said.

The writer went on to say that the present rate of pupil enrollment in schools is difficult to maintain owing to the role played by the labour market.

After defining the family's responsibility in educating its children, the writer explained the role of the State, teachers, pupils, international organizations, UNESCO national committees and non-governmental organizations in formulating and carrying out an overall plan for wiping out illiteracy.

90. A.R.E., Legislations, Laws, Regulations... etc., "General Circular No. 7 Dated January 15, 1980 in Connection with the Degree of Collaboration among Adult Education Sections within Educational Directorates and Administrations in Carrying out the Popular Plan for Eradicating Illiteracy", (Nashrah 'Aammah Raqm 7 Bi-Tareekh 15/1/1980 Bi-Shaan Mada Ta'awun Aqsaam Ta'leem Al-Kibaar Bil-Mudiriyyaat Wal-Idaaraat Al-Ta'leemiyyah Fi Tanfeez Al-Mashrou' Al-Sha'bi Li-Mahwu Al Ummiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Institutes, Ministry of Education, 1980, 1 page.

After underlining the Ministry of Education's responsibility in adult education and in fighting illiteracy, the Circular explained that Sections of Adult Education in Educational Directorates and Administrations carry the full responsibility for seeing to it that the popular campaign for wiping out illiteracy is successful.

These Sections are instructed to ascertain that all enlisted learners are actually illiterate, exercising in this respect the measures prescribed by the Ministry.

Steps to be taken before learners are assigned to their respective classes are also described in the Circular.

Adult Education Sections are, further, entrusted with the follow up of work in classrooms and with the organization of final tests.

Problems

91. Ibrahim, Mohamed 'Abdul Meguid, "Problems of Employing the Radio and Television in Fighting Illiteracy", (Mushkilaat Istikhdaam Al-Radio Wal-Television Fi Mahwu Al-Ummiyyah), "El-Nil" magazine, Issue No. 4, (April 1980), pp. 30-33.

The writer began his article with an explanation of the meaning of fighting illiteracy as distinguished from adult education.

Moving to the media of radio and T.V., the writer explained why promoters of literacy campaigns have resorted to them in enhancing their campaigns and, also, why developing countries were so enthsiastic about utilizing these media in their literacy programmes.

After explaining that the role of the radio and T.V. is to alleviate the instructor's role rather than to abolish it, he reviewed the educational problems involved in the utilisation of both media and resulting in reducing their effectiveness in fighting illiteracy.

Here, the writer described two experiments carried out by Egypt in collaboration with UNESCO in 1963/64 and 1964/65 for measuring T.V.'s impact on the war against illiteracy among adults and reviewed the outcome of the two experiments.

After reviewing the experience and literacy programs of some other nations, the writer emphasized the need for close coordination at all levels between educators and radio specialists in order to ensure that the media's role in the war against illiteracy is most effective.

Examinations

92. El-Safti, Youssef, "Evaluation and Examinations; An Analytical and Documentary Study", (Al-Taqweem Wal-Imtihanaat; Dirasah Tawthiqiyyah Tahliliyyah), by Youssef El-Safti under the supervision and guidance of Iglal El-Sibaei, Cairo, Agency of Documentation and Educational Data, National Center of Educational Research, 1980, 305 pages.

By way of introduction, the document stressed the importance of evaluation to the educational process and indicated the impact of study-related evaluation on pupils.

The document is subsequently divided into two chapters.

The first chapter, subdivided into four sections, dealt with the legislations governing evaluation and examinations successively enacted between 1880 and 1980, the trends of evaluation and examinations in the light of the developments affecting systems of general education, the present status of evaluation and examinations in the various stages of general education and the relation between examinations and waste in the educational system.

Chapter 2, which comprises three sections, contains a review of the recommendations adopted by Arab and local conferences on evaluation, a review of the evaluation projects proposed by the Faculty of Education of 'Ain Shams University in 1961, the National Council of Education, Scientific Research and Technology in its 1975/76 session and the Directorate-General for Secondary Education in 1979 and a review of university dissertations and research work on examinations and evaluation.

See also: 171.

93. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 10 Dated January 12, 1980 in Connection with Barring Pupils from Sitting for Secondary Education Examination in Egyptian Schools in the Democratic Republic of the Sudan and the Arab Republic of Egypt in one and the same Academic Year", (Qarar Wizari Raqm 10 Bi-Tareekh 12/1/1980 Bi-Shaan 'Adam Al-Samaah Lil-Tullab Bi-Adaa Imtihaan Shihadat Al-Thanawiyyah Al-'Aammah Fil-Madares Al-Misriyyah Fi Jumhuriyyat Al-Sudan Al-Dimoqratiyyah Wa Jumhuriyyat Misr Al-'Arabiyyah Fi 'Aamm Dirasi Wahid, Cairo, Cabinet of the Minister, Ministry of Education, 1980, 1 page.

This Resolution consists of three articles.

Article one barred pupils from sitting twice in the same academic year for secondary education examination, the first time in Egyptian schools in the Sudan and the second time in Egyptian schools in A.R.E.

The second article specifies the steps to be taken with any pupil violating the regulations set in the preceding Article.

The third and last article is concerned with the implementation of this Resolution effective the 1979/80 examinations and with the implementation of the Resolution.

94. A.R.E., Legislations, Laws, Regulations ... etc. "Ministerial Resolution No. 65 Dated May 25, 1980 in Connection with Barring Pupils from Sitting more than Once in the Same School Year for Primary, Preparatory or Annual Examinations", (Qarar Wizari Raqm 65 Bi-Tareekh 25/5/1980 Bi-Shaan 'Adam Al-Samaah Lil-Tullab Bi-Adaa Imtihaan Shihadat Itmaam Al-Dirasah Al-Ibtidaiyyah Aw Shihadat Itmam Al-Dirasah Al-I'dadiyyah Aw Imtihanaat Al-Naql Akthar Min Marrah Wahidah Fil-'Aamm Al-Dirasi Al-Wahid), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 1 page.

This Resolution consists of two articles.

According to Article 1, school pupils are barred from entering public or end-of-year examinations more than once in the same school year. In the event a pupil is found to have violated this rule, corrective measures are prescribed in the same Article 1.

The second article provides for the enforcement of this Resolution as from the school year 1979/80.

Special Education Schools and Classes

95. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 18 Dated February 9, 1980 in Connection with the Conclusion of 2-Session Diploma Examination for Special Education Effective the Academic Year 1979/80", (Qarar Wizari Raqm 18 Bi-Tareekh 9/2/1980 Bi-Shaan 'Aqd Imtihaan Diplom Al-Tarbiyah Al-Khassah Min Dawrayn Ibtidaan Min Al-'Aamm Al-Dirasi 1979/80), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

According to this Ministerial Resolution, a new system for Special Education Diploma Examinations (internal scholarships) is devised for the two sessions of examination.

Article 1 provides that the academic year 1979/80 is the first year to follow the new examination system.

The old system of examination shall be discontinued pursuant to Article 2 which specifies the steps to be taken for liquidating it.

The third article deals with the constitution of disciplinary and supervisory committees for overseeing the old and new systems of examinations in the two sessions.

Article 4 determines the organization of such examination.

The fifth and last article is concerned with the implementation of the new system of examinations as of the academic year 1979/80 and also with naming the competent bodies responsible for such implementation.

Expatriate Pupils - Admission

96. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 37 of March 24, 1980 in Connection with the Admission of Expatriate Pupils", (Nashrah 'Aammah Raqm 37 Bi-Tareekh 24/3/1980 Bi-Shaan Qabul Al-Tullab Al-Wafideen), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 2 pages.

After reviewing Ministerial Resolution No. 126 of 1978 and Circulars Nos. 16 and 30 of 1979 in connection with admission of expatriate pupils in Egyptian schools, the Circular stressed that all non-Egyptian pupils (i.e. expatriates) may not be admitted in Egyptian schools save through the competent Administration within the Ministry of Education. The Circular then mentioned the steps to be taken prior to admission of any expatriates.

Moreover, it dealt with the individual cases of expatriate pupils who have been enrolled in Egyptian schools contrary to the prescribed procedure. Measures to be taken against contravening schools are set forth in the Circular.

EXPERIMENTAL TECHNICAL SCHOOLS

Establishment

97. A.R.E., Legislations, Laws, Regulations...etc., "Ministerial Resolution No. 35 Dated March 29, 1980 in Connection with the Establishment of an Agricultural Technical Experimental School for the Reclamation of Land and Agricultural Mechanization Following the 5-Year System in Ismailiyyah Governorate", (Qarar Wizari Raqm 35 Bi-Tareekh 29/3/1980 Fi Shaan Inshaa Madrasah Tajribiyyah Fanniyyah Zira'iyyah Li-Istislaah Al-Araadi Wal-Maykanah Al-Zira'yyah Nizaam Al-Khams Sanawaat Bi-Muhafazat Al-Isama'iliyyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution consists of eight articles.

Article 1 provides for the establishment of the school in question and the selection of its location.

The school's name is spelled out in Article 2.

In the third article, the various majors offered by the school are listed. Under the same Article, more majors may be added or existing majors may be liquidated by resolution of the First Undersecretary of the Ministry of Education for Technical Education.

The First Undersecretary is authorized under Article 4 to determine the duration of study, the number of theoretical and practical periods and the subjects contained in the curriculum.

Article 5 refers all matters pertaining to examinations and evaluation of pupils to Ministerial Resolution No. 32 of 1978.

The Sixth Article provides that the school and its pupils shall be subject to the provisions of Technical Education Law No. 75 of 1970 and the Ministerial Resolutions issued thereunder.

Article 7 specified that 1980/81 would be the initial academic year of the school.

The Eighth and last Article dealt with the publication of the Resolution in the Official Gazette and the implementation of its provision.

98. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 37 Dated March 29, 1980 in Connection with Transferring Al-Wardian Industrial Secondary School Following the 3-Year System in

the Governorate of Alexandria into an Industrial Technical Experimental School Following the 5-Year System for Training Technicians", (Qarar Wisari Raqm 37 Bi-Tareekh 29/3/1980 Fi Shaan Tahweel Madrasat Al-Wardian Al-Thanawiyyah Al-Sinaa'iyyah Bi-Muhafazat Al-Iskandariyyah Nizam Al-Thallath Sanawaat Ila Madrasah Tajreebiyyah Fanniyyah Sinaa'iyyah Nizam Al-Khams Sanawaat Li-I'daad Feat Al-Fanniyyeen), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 9 pages.

This Resolution consists of nine articles.

Pursuant to Article 1, the above school has been turned into an industrial technical experimental school following the 5-year system.

The name of the new school has been designated in Article 2.

Article 3 specifies the types of industries included in the school's curriculum and provides for the addition of new industries or the deletion of existing ones by resolution of the First Undersecretary of the Ministry of Education for Technical Education.

The First Undersecretary is authorised under Article 4 to determine the length of the school year, the number of theoretical and practical periods and the subjects contained in the syllabus.

All matters dealing with examination systems and evaluation of students are to be considered with reference to Ministerial Resolution No.32 of 1978 according to Article 5.

The Sixth Article provides that the school and its students shall be subject to the provisions of Technical Education Law No. 75 of 1970 and the implementing Ministerial Resolutions issued thereunder.

Pursuant to Article 7, the academic year 1980/81 marks the school's initial year.

Article 8 prescribes the procedure for treating students already enrolled in the 3-year system Wardian Industrial School and for non-admission of new students in the school.

The Ninth and last Article deals with the publication of the Resolution in the Official Gazette and its implementation.

99. A.R.E., Legislations, Laws, Regulations...etc., "Ministerial Resolution No. 38 Dated March 29, 1980 in Connection with Transfering Minia Mechanical Secondary School Following the 3-Year System in the Governorate of Minia into an Industrial Technical Experimental School Following the 5-Year System for Training Technicians", (Qarar Wizari Raqm 38 Bi-Tareekh 29/3/1980 Fi Shaan Tahweel Madrasat Al-Minia Al-Thanawiyyah Al-Mikanikiyyah Bi-Muhafazat Al-Minia Nizam Al-Thalaath Sanawaat Ila Madrasah Tajreebiyyah Fanniyyah Sinaa'iyyah Nizam Al-Khams Sanawaat Li-I'daad Feat Al-Fanniyyeen), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution consists of 9 Articles.

Article 1 provides that the above school has been turned into an industrial technical experimental school following the 5-year system and carrying the name designated in Article 2.

In Article 3 were emmerated the various types of industries provided in the school. More industries may be added or existing ones may be eliminated by resolution of the First Undersecretary of the Ministry of Education for Technical Education who is, moreover, authorized to determine the length of the school year, the number of theoretical and practical periods and the subjects covered in the curriculum according to Article 4.

Pursuant to Article 5 anything pertaining to systems of examinations and to student assessment shall be considered with reference to Ministerial Resolution No. 32 of 1978.

Article 6 provides that the school and its students shall be subject to the provisions of Technical Education Law No. 75 of 1970 and implementing Ministerial Resolutions issued thereunder.

The school's initial academic year is defined to be 1980/81, according to Article 7.

Students already enrolled in Minia Mechanical Secondary School are to be dealt with according to the provisions of Article 8 which also provides for non-admission of any new students effective 1980/81.

The Ninth and last Article is concerned with the publication of the Resolution in the Official Gazette and the coming into force of its provisions.

100. A.R.E., Legislations, Laws, Regulations...etc., "Ministerial Resolution No. 39 Dated March 29, 1980 in Connection with Transferring Zagazig Mechanical Secondary School Following the 3-Year System in the Governorate of Sharqiyyah into an Industrial Technical Experimental School Following the 5-Year System for Training Technicians", (Qarar Wizari Raqm 39 Bi-Tareekh 29/3/1980 Fi Shaan Tahweel Madrasat Al-Zagazig Al-Thanawiyyah Al-Mikanikiyyah Bi-Muhafazat Al-Sharqiyyah Nizam Al-Thalaath Sanawaat Ila Madrasah Tajreebiyyah Fanniyyah Sinaa'iyyah Nizam Al-Khams Sanawaat Li-I'Idaad Feat Al-Fanniyyeen), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution consists of 9 Articles.

By virtue of Article 1, the above-mentioned school has been turned into an industrial technical school following the 5-year system and carrying the new denomination given in Article 2.

The Third Article specifies the different types of industries available at the school, with an option vested in the First Undersecretary of the Ministry of Education for Technical Education to add new industries or eliminate existing ones.

The First Undersecretary is empowered under Article 4 to determine the length of the academic year, the number of theoretical and laboratory periods and the subjects covered in the curriculum.

Reference is made in Article 5 to the provisions of Ministerial Resolution No. 32 of 1978 for anything pertaining to examination systems and student evaluation.

Pursuant to Article 6, the school and its students come under the jurisdiction of Technical Education Law No. 75 of 1970 and the implementing regulations issued thereunder.

According to Article 7, the academic year 1980/31 is the school's initial year. Consequently, effective 1980/81, no admission is permitted under the 3-year system and all students enrolled in the school are to be treated according to the procedure prescribed in Article 8.

The Ninth and last article provides for the official publication of the Resolution and fixes its effective date.

101. A.R.E., Legislation, Laws, Regulations ... etc., "Ministerial Resolution No. 40 Dated March 29, 1980 in Connection with Transferring Kafr El-Shaikh Industrial School Following the 3-Year System in the Governorate of Kafr El-Shaikh into an Industrial Technical Experimental School Following the 5-Year System for the Training of Technicians", (Qarar Wizari Raqm 40 Bi-Tareekh 29/3/1980 Fi Shaan Tahweel Madrasat Kafr El-Shaikh Al-Sinaa'iyyah Bi-Muhafazat Kafr El-Shaikh Nizam Al-Thalaath Sanawaat Ila Madrasah Tajreebiyyah Fanniyyah Sinaa'iyyah Nizam Al-Khams Sanawaat Li-I'daad Feat Al-Fanniyyeen), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

The first of the nine articles contained in this Resolution provides for turning the school mentioned above into an industrial technical experimental school following the 5-year system and carrying the new name given in Article 2.

Article 3 specifies the industries for which the school caters.

The First Undersecretary of the Ministry of Education for Technical Education is authorized by Article 4 to determine the duration of the academic year, the number of theoretical and practical periods and the school subjects included in the syllabus.

Systems of examinations and student evaluation established under Ministerial Resolution No. 32 of 1978 equally apply to this school pursuant to Article 5.

The school and its student body are subject to the provisions of Technical Education Law No. 75 of 1970 and the implementing regulations issued thereunder.

According to Article 7, the academic year 1980/81 shall be the initial year for this school. Effective this same academic year, no further students may be admitted in school under the old system of three years. Students already enrolled in school are to be treated pursuant to the procedure prescribed in Article 8.

The ninth and last article deals with the publication of the Resolution in the Official Gazette and its coming into force.

FACULTIES AND UNIVERSITIES

Faculty of Education - Ain Shams University -
A.R.E.

A.R.E
102. A.R.E., Ain Shams University, Faculty of Education, "The Fiftieth Anniversary 1929-1979", (Al-'Id Al-Khamsini 1929-1979), Cairo, 1980, 5 pages.

This document is issued on the occasion of the fiftieth anniversary of the Faculty of Education of 'Ain Shams University.

A historical synopsis is presented, giving a synopsis of the Faculty ever since it began as a higher school, then a higher institute, a teacher training college and, finally, a full pledged Faculty of Education.

The document gave account of the services offered by the Faculty through its various bodies, such as the psycho-therapeutic clinic, the center for developing English language teaching, the educational psychology laboratory, the laboratory of educational aids, the library and the students' activities.

Information follows about the Faculty's Departments, teaching bodies, statistics of graduates during the past twenty years and number of holders of M.A. and Ph.D. degrees.

Faculty of Education - Statistics

103., Central Agency for General Mobilization and Statistics, "Graduates of Faculties of Education in the Arab Republic of Egypt and State Needs up to the Year 1935", (Khirrijou Kulliyyaat Al-Tarbiyah Fi Jumhuriyyat Misr Al-'Arabiyyah Wa-Ihtiyajaat Al-Dawlah Minhum Hatta 'Aamm 1985), Cairo, Mobilization and Statistics, 1980, 74 pages.

As stated in its introduction, this study is aimed at determining the Ministry of Education's needs to teachers and indicating the possibilities of meeting such needs from among graduates of faculties of education, to the exclusion of all other faculties, owing to the fact that the graduates of those faculties are professionally qualified and carry the bulk of the teaching burden in the Egyptian educational structure.

The text of this study is divided into 6 chapters.

Chapter 1 reviews the history of faculties of education in Egypt and the development of their studies and teaching methods.

Numbers of faculties of education graduates between 1956 and 1978 are arranged in table form in Chapter 2.

In Chapter 3, a review is made of the whereabouts of faculty of education graduates as at December 31, 1978, showing their distribution among governmental and public sector bodies.

In the fourth chapter, a review is made of the graduates of faculties of education who are anticipated to engage in the profession in the period 1979 through 1985.

Chapter 5 contains general indicatorson Egypt's needs to graduates of faculties of education between 1979 and 1980.

A summary of the study and a number of recommendations are given in Chapter 6.

Faculty of Engineering and Technology - Helwan University - Guides

104. A.R.E., Helwan University, Faculty of Engineering and Technology, "Guide to the Faculty", (Daleel Al-Kulliyyah), Cairo, 1980, 20 pages.

At its outset, the Guide related the the history and development of the Faculty of Engineering and Technology, Helwan University since it was first established in 1955 and until 1980 and listed its deans since 1960 and the Faculty's members of the board and department heads in the academic year 1979/80.

The Guide, then, indicated the different degrees and diplomas granted by the Faculty, the prerequisites for obtaining such certificates and the duration of study in respect of each specific certificate. These certificates are B.A., Diploma of Higher Studies, M.A. in Engineering and Ph.D. in Engineering.

Other information contained in the Guide includes conditions of enrolment in the Faculty, systems of study, examinations and discipline, stipends granted to students, conditions for internal and external borrowal of books from the Faculty's library, B.A. syllabus and the respective syllabi for the Departments of Mechanical Power Engineering, Automotives and Tractors and Architectural Engineering.

Faculty of Information - Cairo University - Guides

105. A.R.E., Giza, Cairo University, Faculty of Information, "Guide to the Faculty of Information 1979/80", (Daleel Kulliyyat Al-I'laam 1979/80), Giza, 1980, 31 pages.

Following a brief account of the contents of this Guide, a historical background of the Faculty of Information ever since it was established was given together with a list of the Faculty's Board, supervisors and administrators.

Dealing with the Faculty's Board, the Guide related the manner in which it is constituted, the committees and sub-committees to which the Board is divided, the specific functions of each committee and its specialized interest and the authorities of the Dean and Vice-Dean of the Faculty.

The Guide, then, reviewed the services available to students in the Faculty of Information, such as the university hostel, the medical services, the library and the student welfare fund.

After reviewing the Faculty's various departments, the Guide reproduced the curricula for each major divided by years of study, explained the systems of examinations and the conditions for sitting for them and the prerequisites for obtaining the Faculty's diploma in the different majors and for qualifying for the degrees of M.A. and Ph.D.

The last item covered in the Guide is the Students' Association, including its objectives, functions and committees.

Guides

106. A.R.E., Shebin El-Kom, Menoufiyyah University, "Guide to Menoufiyyah University", (Daleel Jami'at Al-Menoufiyyah), Shebin El-Kom, 1980, 12 pages.

Following an introduction on the Governorate of Menoufiyyah, the historical sources from which its name was derived and its cities and larger towns, the Guide related the history of Menoufiyyah University and its faculties ever since they were established.

The Guide then dealt with each faculty separately, being faculties of agriculture, engineering, technology, electronic engineering, education and sciences. All pertinent information concerning each faculty was given, including the date of its establishment, the developments undergone by it, the departments to which the faculty is divided and the degrees offered to undergraduate and postgraduate students.

Four statistical tables follow showing the number of students enrolled in the University, those enrolled in postgraduate departments, the number of professors and other faculty members and the number of expatriate students enrolled therein. All statistics date back to the University's establishment.

The last item in the Guide is a set of lists indicating names of University administrators, deans of faculties and external members of its Board.

107. A.R.E., Assiut, Assiut University, "Guide to the Faculty of Sciences, Aswan", (Daleel Kulliyyat Al-'Ulum Fi-Aswan), Assiut, 1980, 18 pages.

This Guide is a helpful directory on the Faculty of Sciences of Assiut University which, for geographic considerations, is located in another Governorate, that of Aswan.

Following a general introductory note on the Faculty's Departments and history ever since its establishment in 1975/76, the Guide listed all faculty members as well as the members of its Board.

Other information contained in the Guide include: Faculty's various administrations, terms of admission, examination requirements and conditions for granting the degree of B.Sc.

After setting in detail the syllabi of the Faculty, the Guide enumerated the various medical and social services rendered to students, including the grant of rewards and the extension of loans.

The last item in the Guide concerns the Faculty's disciplinary system, the penalties applicable to contravening students and the bodies responsible for the application of such penalties.

108. A.R.E., Assiut, Assiut University, Faculty of Education, "Faculty's Guide for 1979/80", (Daleel Al-Kulliyyah Li-'Aam 1979/80), Assiut, 1980, 570 pages.

Following a historical background on the Faculty of Education ever since its creation in 1975 as two separate faculties, one for girls in Minya and the other for boys in Assiut, the Guide reviewed the Faculty's aims and mission and listed all Faculty members and administrators by departments and sections.

Other data on the Faculty contained in the Guide include a description of the library, educational psychology laboratory, educational aids laboratory and the Faculty's general laboratory and a recount of the activities and aims of each.

Data on the degrees granted by the Faculty is given together with the conditions and requirements set for obtaining such degrees, whether in the undergraduate or postgraduate sections.

Conditions of admission, tuition fees, cases of exemption from any admission requirement, syllabi of each Department, duration of study and examination requirements are all covered in the Guide.

The last part of the Guide contains all pertinent data on student activities, including students' unions, groupings of student bodies and scientific and cultural clubs. Names of sponsors and members of these groups are also listed.

The last item in the Guide consists of the Faculty's disciplinary system and regulations.

Faculties and Universities - Student - Admission

109. El-Sebaei, Labib, "The Coordination Office: Till When?" (Maktab Al-Tanseeq, Ila Mata?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 598, (June 30, 1980), pp. 40-41.

This Article deals with the future of the Coordination Office which was established some twenty years ago and which, since, has been responsible for coordinating admission in 220 faculties and institutes throughout Egypt.

After explaining the justifications for the existence of this Office, principally lying in the desire to give equal opportunities to all holders of secondary certificates, the writer cited with approval the views of the President of Zaqaziq University purporting the abolition of the Coordination Office and the adoption of a decentralization system of admission whereby each university handles its own admission policies. Surplus holders of secondary certificates who fail to secure admission in any university faculties could be directed to join intensive technical training programs and vocational institutes.

The writer elaborated on the proposed system of admission substituting the centralization system of admission now represented in the Coordination Office.

110. A.R.E., Giza, Cairo University, Faculty of Sciences Students' Association, "Guide to Activities in 1979/80", (Daleel Al-Nashaat Fil-'aamm 1979/80), Giza, 1980, 22 pages.

Introducing this Guide to the study body, the Dean of the Faculty of Sciences, Cairo University called on students to attend to their university work and abide by values and principles.

Then followed a historical narrative of the Faculty ever since it was established in 1925 and an indication of the steady increase in the number of enrolment since that date.

The Guide, then, reproduced the necessary information on the Students' Association, its five committees (namely: Family, Athletic Activities, Cultural and Artistics Activities, Rovers and Public Service and Social Activities and Picnics) and its Board, including names of Committee Pioneers.

Names of Faculty Board Members and personnel are listed for the students' convenience.

Detailed information is also presented on the Faculty's library, the number of reference books on stack and periodicals received, the regulations governing book-borrowing, the hours during which the library is open and a listing of library personnel.

The Guide ended with a review of the Faculty's system of examinations.

111. A.R.E., Tanta, Tanta University, Faculty of Commerce, "Students' Guide 1979/80", (Daleel Al-Talib 1979/80), Tanta, 1980, 46 pages.

As a prelude to this Guide, the Faculty of Commerce's Dean, Controller and President of Students' Association addressed messages to students urging them to work hard and concentrate on their studies.

Then followed a historical background of the Faculty, relating its developments ever since it was first established in 1957 as a higher institute of commerce. Figures indicating the rise in the number of enrolled students between 1973/74 and 1979/80 are given.

Following a synopsis on the Students' Association, a listing was given of the Associations' Board, Faculty and administrators as well as distinguished students in class 1978/79.

The Guide contained useful information on curricula in the Faculty's four years of study and on the Faculty's regulations, examination systems and organisation structure.

112. El-Sebaei, Labib, "Major Issues in the First Conference of Egyptian and Sudanese University Presidents; A University Issue", (Qadaya Hammah Fi Awwal Mouatamar Li-Rumasaa Al-Jami'aat Al-Misriyyah Wal-Sudaniyyah; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 589, (March 1, 1980), pp. 44-45.

This press coverage deals with the activities of the First Conference of Egyptian and Sudanese Presidents which lasted one week and had as its aim to bolster cooperation between the universities of Egypt and the Sudan.

The Sudanese Minister of Education and President of the National Council of University Education delivered a speech on the role of Egyptian and Sudanese universities in finding solutions for national issues. He emphasized the need for Arabizing universities and for establishing a higher center for scientific translations and praised Egyptian universities for their contribution towards teaching Sudanese students, whether in Egypt itself or in the Sudan where Cairo University maintains a branch in Khartoum.

The writer, then, quoted the views of the President of Khartoum University, the President of Umm Durman Islamic University and the President of Cairo University branch in Khartoum who commented on the resolutions adopted by the Conference and their importance in buttressing university education, on the need to facilitate exchange of professors between the two countries and on the necessity of amending the existing laws and regulations in order to intensify the programs of exchanging experts and promote cooperation in the area of postgraduate work and research.

FOREIGN LANGUAGE SCHOOLS

113. Soliman, Badi'ah, "There is nothing to justify all such Fear from Language Schools", (Laysa Hunaka Ma Yad'u Li-Kull Hasa Al-Khawf Min Madares Al-Lughaat), "Al-Rayed", Teachers' magazine, 25th year, Issue No.1, (March 1980), pp. 10 + 25.

Refuting the arguments mentioned in an earlier article on the adverse impact of foreign language schools on the teaching of Arabic, the national language of Egypt, the writer related the reasons which have prompted the Ministry of Education to open language schools in some educational zones, adding that the national language has never suffered as a result of those schools. On the contrary, language schools pay great attention to the teaching of Arabic and religion, she added.

Private sector language schools have been most successful in carrying out their mission. This is evidenced by the fact that their graduates have had excellent record in the faculties they eventually entered, the writer said.

After emphasizing the importance of foreign language schools to the country's future and to the future of young men, the writer dismissed the argument to the effect that language schools steal away highly qualified teachers, shatter the democracy of education and undermine the principle of equal opportunities.

Admission

114. A.R.E., Legislations, Laws, Regulations...etc "Circular No. 27 Dated February 27, 1980 in Connection with the Conditions of Admission in Language Schools During the Academic Year 1980/81", (Nashrah 'Aammah Raqm 27 Bi-Tareekh 27/2/1980 Bi-Shaan Qawa'id Al-Qabul Bi-Madares Al-Lughaat Fil-'Aamm Al-Dirasi 1980/81), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 4 pages.

This Circular is concerned with laying down the conditions of admission in foreign language schools and kindergarten.

The first of its three parts deals with conditions of admission in the various types of kindergarten, whether consisting of one or two years or run on an experimental basis by the Ministry of Education. Assignment of places to applicants should follow the rule set forth in this Circular. Other general rules to be observed by kindergarten are also laid down in this part.

Part 2 deals with admission in the first year primary of language schools, while the third and last part deals with admission in the preparatory and secondary stages.

The rules set forth in this Circular are to come into effect as from the academic year 1980/81.

HISTORY OF EDUCATION

A.R.E.

115. Fareg, 'Aleyyah 'Ali, "Glimpses from the History of Vocational Education in Egypt", (Lamahaat Min Tareekh Al-Ta'leem Al-Herafi Fi Misr). "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No.2, (April 1980), pp. 43-49.

The writer started her article by mentioning the ratio between the number of students enrolled in secondary and higher education and population figures and explained the significance of the upward trend of this ratio.

Emphasizing the importance of providing vocational education, she said that specialised educational institutions should be entrusted with this responsibility.

Moving to the history of vocational education in Egypt, the writer related its developments ever since the Provincial Councils established in 1909, levied a tax for this purpose. After indicating the manner in which the proceeds of this tax was expended on kuttabs (rural classes), agricultural education and handicrafts, she said that this tax was instrumental in spreading a type of education which is linked to production, agriculture and manual work.

The writer went on to describe the advanced elementary schools established in 1916 and indicated that their major role was to create a duality between intellectual and manual work.

She praised the role played by Isma'il Al-Qabbani, an eminent educator and former Minister of Education, in linking school to environment. Towards this end, Al-Qabbani established experimental schools, rural elementary schools (in 1943/44) and rural teach training schools (in 1947/48).

In the course of her historical account, the writer touched upon the agricultural educational offices established in 1935 and the schools of horticulture established in 1946/47.

In conclusion, she indicated the lesson derived from this historical account and stressed the need for bolstering the system of apprenticeship and for returning to the system of vocational training.

116. El-Banaheen, 'Ali Salem Ibrahim, "The System of Education under the Dynasty of the Mamluks in Egypt", (Nizaam Al-Tarbiyah Fi 'Asr Dawlat Al-Mamaleek Fi Misr), Tanta, Faculty of Education, University of Tanta, 1980, 433 pages.

- Dissertation submitted to the Department of Educational Principles, Faculty of Education, Tanta University for obtaining the degree of M.A. in Education.

This dissertation consists of an introduction and two parts.

In his introduction, the writer stated the subject under research and indicated its significance, scope, method of development and related subjects covered in previous research. A definition of the terms used in the thesis is also given.

Part 1, consisting of three chapters, deals with the emergence of the Mamluks in the Islamic World and the educational system pursued by them. Here, the writer elaborated on the political, social, economic, religious, scientific and culture life under the Mamluks.

In Part 2, the writer dealt with popular education in Egypt during the Mamluks era. Here, he reviewed the philosophy of popular education and its aims in linking the school to the society, the institutions entrusted with popular education, the type of teaching bodies and pupils at the time of the Mamluks, the curricula, teaching methods, school administration and educational budgetary appropriations during that era.

The writer's conclusions and recommendations are set forth in the last chapter. These recommendations call for supporting the mosque's function, training superintendents of mosques educationally and psychologically in addition to their religious training and directing more attention to libraries and other cultural media.

The dissertation ended with a list of Arabic and foreign references consulted by the writer.

HUMAN DEVELOPMENT

117. Qashqoush, Ibrahim, "An Introduction to the Study of Human Development", (Madkhal Li-Dirasat Al-Numuww Al-Insaani), Cairo, Faculty of Education, 'Ain Shams University, 1980, 178 pages.

In expounding the subject of human development, the author divided his book into a brief introduction and four chapters.

Chapter 1 was devoted to a discussion on development, in the course of which he defined the limits, scope, practical aspects, requirements and fields connected with developmental psychology.

In Chapter 2, he described the major advantages of development, concentrating in this respect on the cycle of development, the relationship between this cycle and life cycle and the requirements and stages of and factor influencing development.

Chapter 3 reviewed some approaches to the study of developmental psychology, including the methods applied and tools used in compiling data on development.

The fourth and last chapter is devoted to childhood. Following a prelude on child psychology, the author studied the stages of pregnancy, breast-feeding and early and late childhood.

ILLITERACY

A.R.E.

118. El-Zoghl, Wafaa Abul Makarem, "Evolution of the Problem of Illiteracy in Egypt and the Imperativeness of Facing it", (Tatawwur Mushkilat Al-Ummiyyah Fi Misr Wa Hatmiyyat Muwajahatiha), "El-Nil" magazine, Issue No. 4, (April 1980), pp. 16-29.

Following an introduction in which the writer related the developments of the movement against illiteracy in Egypt since the end of the 19th Century, she explained the role played by political leaders like Mustafa Kamel and Mohamed Farid in encouraging the campaign against illiteracy. Likewise, the adoption of the 1923 Constitution preceded by the 1919 Revolution has had its impact on boosting literacy campaign, save that the ensuing politcal strife resulted in adverse effects.

The writer then followed up the developments undergone by the literacy movement since the July 23, 1952 Revolution and indicated the present proportions of the problem.

In conclusion, she emphasized the need for an outright war against illiteracy waged through a well-planned national policy. The elements which ensure the success of this nationwide campaign were enumerated by the writer.

INDUSTRIAL EDUCATION

Development

119. A.R.E., Ministry of Education, "Expose on the Extent of Development Undergone by the Fields of Industrial Education", (Bayan Mada Al-Tatawwur Allazi Taraa 'Ala Al-Majaalaat Fil-Ta'leem Al-Sina'i), Cairo, Directorate-General for Industrial Education, 1980, 13 pages.

Following an introduction on industrial education and the role of the Ministry of Education in training skilled labor in the industrial schools following the 3-Year System and technicians in schools following the 5-Year System, the expose showed in figures the size of industrial education, the types and number of schools and the number of pupils and instructors and also the size and type of labor trained in those schools.

An indication is also given of the role of the Administration of Curricula in developing these schools in collaboration with the industrial sector, the Ministry of Higher Education and the Center of Educational Research.

The report concluded with statistics on the different majors, number of boys and girls enrolled in industrial schools in 1979/80 and the number of graduates of both categories in 1978/79.

ISLAMIC EDUCATION

Conferences

120. "Conference's Activities and Recommendations", (A'maal Wa-Tawsiyyat Al-Mouatamar), Second Conference on Islamic Education. March 30 through April 1, 1980, Tanta, Faculty of Education, Tanta University, 7 pages.

Following an introduction on the importance of the Second Conference on Islamic Education and its impact on reviving Islamic educational heritage, the document gave a detailed account of the Conference's activities and participants.

After describing the Conference's program and agenda, the document reproduced the full texts of the speeches delivered by the Secretary-General of the Academy of Islamic Research, the Governor of Gharbiyyah, the President of Tanta University and the Grand Imam and Rector of Al-Azhar.

Also contained in the document are the Conference's minutes, an outline of the subjects discussed at the three sessions and a review of M.A. and Ph.D. dissertations devoted to religious education.

The document ended with a review of the Conference's recommendations.

121. "Conference's Activities and Recommendations", (A'maal Wa-Tawsiyyaat Al-Mouatamar), Second Conference on Islamic Educati[illegible] March 30 through April 1, 1980, Tanta, Faculty of Educati[illegible]nta University, pp. 60-71.

Recommendations adopted by the Second Conference on Islamic Education held within the framework of the University of Tanta are given in detail in this document.

General recommendations adopted deal with the need for linking the society's culture with the vital issues of the age, establishing and shaping a modern Islamic society and stressing the role of education being the most fundamental basis for any social structure.

Specific recommendations are classified under eight categories dealing with the philosophy and aims of Islamic education, research on subjects having bearing on Islamic education, educational content, training of teachers of religion, child education, mass media, mosques and their role and the importance of follow-up.

LAWS AND LEGISLATIONS

See: 5, 15, 21, 25, 26, 34, 55, 76-81, 83, 90, 93, 101, 114, 140, 149-151, 155, 166-172, 185, 187, 192.

122. El-Sa'id, Fatmah 'Abdul Hamid, "Some Mental Abilities and Personality Traits Connected with Bodily Fitness and Musical Appreciation among Girls in the Faculty of Physical Education, Cairo", (Ba'd Al-Qudraat-Al-'Aqliyyah Wa-Simaat Al-Shakhsiyyah Al-Murtabitah Bil-Layaqah Al-Badauiyyah Wal-Idraak Al-Musiqi Li-Talibaat Kulliyyat Al-Tarbiyah Al-Riyaadiyyah Bil-Qahirah), Cairo, Faculty of Physical Education for Girls, Helwan University, 1980, 238 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo for obtaining the degree of Ph.D. in Physical Education.

This dissertation consists of seven chapters.

The first chapter mentions the problem under discussion, indicates the importance of studying it, defines the basic terms used in it and reviews the questions for which the writer is seeking an answer.

Chapter 2 contains the theoretical framework of the research which deals with subjects like mental abilities, personality traits, bodily fitness, musical abilities, exercises and motor expression.

In her third chapter, the writer reviewed earlier writings on related subjects and set forth her assumptions.

Chapter 4 is devoted to the practical survey. Here, the writer described her method, indicated the manner in which she selected her sample, described the rools used in the development of the research and the steps involved in it and explained the statistical approach to her findings.

The writer's results were elaborated in Chapter 5 and were interpreted and discussed in Chapter 6.

The seventh chapter contains the writer's proposed project. Here, she reviewed the aims of the project, the policies pursued in carrying it out, the manner in which it would be put into application, the methods of its evaluation and its anticipated yield.

A bibliographical list of Arabic and foreign books is appended to the dissertation.

MINISTERS OF EDUCATION

A.R.E.

123. Tewfik, 'Awad, "Ministers of Education in Egypt and their Major Accomplishments 1837-1979", (Wuzaraa Al-Ta'leem Fi Misr Wa-Abraz Injazatihim 1837-1979), by 'Awad Tewfik and Hassan Sabri, Edited by Youssef Khalil and Iglal Al-Sibaei and introduced by Mustafa Kamal Helmi, Cairo, Agency of Documentation and Educational Data, National Center for Educational Research, 1980, 238 pages.

Following an introduction on the justifications for the publication of this documentary book, a review was made of the various stages through which education in Egypt has passed ever since the time of Islamic conquest and until the beginnings of the Nineteenth Century.

The document, then, described the significant features of education, the organizations which took part in it and the distinguished ministers who assumed office during the years under review. The development of the Ministry of Education's budget as well as a synopsis on the Ministry's history were covered in the document.

The document is, then, divided into two parts. Part 1 reviews the accomplishments made by 59 ministers who acted as Ministers of Education in 74 years (from 1837 and until the July 23, 1952 Revolution). The second part contained the major achievements made by 13 Ministers of Education who assumed this office between 1952 and 1979.

The document ended with a review of the Ministry of Education's budget in proportion to the State budget between 1888/89 and 1979.

An index follows listing all names occurring in this document and the respective page or pages in which each name appeared. Reference lists are annexed to each part.

MUSICAL EDUCATION

Development

124. A.R.E., Ministry of Education, "Report on the Development of Musical Education", (Taqreer 'An Tatweer Al-Tarbiyah Al-Musiqiyyah), Cairo, Office of the Musical Education Adviser, Ministry of Education, 1980, 2 pages.

This Report consists of four items.

The first item deals with the developed curricula of the subject of musical education in all stages of education divided by forms. Emphasis is laid on the continuous development of such curricula.

Item 2 lists the text books and teacher's manuals used in all forms in teacher training colleges.

The third item is concerned with the methods of teaching music and the modern techniques applied in teaching.

Item four is devoted to technical guidance and supervision.

The Report ends with a review of some of the problems encountered by Educational Directorates and an indication of the manner in which these problems are to be approached.

NURSERIES

Statistics

125. "Statistical Data on Nurseries in the Arab Republic of Egypt in General and the Governorate of Gharbiyyah in Particular in 1978", (Bayanaat Ihsaiyyah 'An Dur Al-Hadanah Wa-Madarisiha Fi Jumhuriyyat Misr Al-'Arabiyyah 'Ammatan Wa-Muhafazat Al-Gharbiyyah Khassatan Sanat 1978), Tanta, Faculty of Education, Tanta Univervsity, 1980, 11 pages.

- Paper presented to the Second Symposium on Childhood, held in Tanta between February 18 and 19, 1980.

This paper consists of five parts.

The first part reviews the factors which helped in developing our views on the nature of childhood and child education.

Part 2 shows the influence of conferences and expertise opinion on family education.

In Parts 3 and 4, a set of statistics is given on nurseries in the Arab Republic of Egypt, in the Governorate of Gharbiyyah and in its capital city of Tanta.

The fifth and last part deals with problems of early childhood education in nurseries in A.R.E. Those problems revolve around the inadequacy of material and human possibilities, the lack of interest on the part of specialized educators to work in this field and the heavy density of nurseries.

The paper ended with a description of a proposed plan for overcoming these problems.

NURSERY PRINCIPALS

Evaluation

126. "Evaluation of the Fields of Specialization of Principals and Supervisors of Nurseries Belonging to the Ministry of Social Affairs in the Governorate of Alexandria", (Taqweem Takhassussaat Mudiraat Wa-Mushrifaat Dur Al-Hadanah Al-Tabi'ah Li-Wazarat Al-Shuoun Al-Ijtima'iyyah Bi-Muhafazat Al-Iskandariyyah), Tanta, Faculty of Education, Tanta University, 1980, 20 pages.

- Paper presented to the Second Symposium on Childhood, held in Tanta between February 18 and 19, 1980.

This paper consists of a survey made of the nurseries belonging to the Ministry of Social Affairs in the Governorate of Alexandria as well as with their principals and supervisors and the academic qualifications possessed by them.

After stating the problem at hand and explaining the aim sought from studying it, the paper described the steps taken to develop the subject and reviewed the results obtained.

These results revealed that most nurseries in the Governorate of Alexandria belong to the Ministry of Social Affairs. A description was given of the type and distribution of nurseries, the number of nursery principals and supervisors and the academic qualifications possessed by principals and supervisors assigned to nurseries in different districts.

An indication was given of the number of nursery instructors of physical education and music as well as their distribution in Alexandria.

A survey is made of the outcome of some training sessions organized for workers in nurseries, together with an analysis of this outcome.

The paper ended with recoocommendations advocating evaluation by faculties of education of the academic level those working in nurseries and organization of training sessions by the same faculties. Material and moral incentives for nursery staff are also recommended.

Three appendices are attached to the paper. One appendix contains a table showing the number and distribution of the nurseries belonging to the Ministry of Social Affairs in the Governorate of Alexandria. The second shows the percentage of these nurseries to the total number of nurseries in Alexandria in 1975/79 and the third shows the number and academic qualifications of nursery principals and supervisors in 1978/79.

Training

127. "The Training of Nursery Principals", (I'daad Mudiraat Al-Hadanah), Tanta, Faculty of Education, Tanta University, 1980, 7 pages.

- Paper presented to the Second Symposium on Childhood, held in Tanta between February 18 and 19, 1980.

This paper deals with the need for establishing more nurseries and kindergarten throughout Egypt in order to provide children of working women with a substitute for the care lost at home and also in order to provide a solid basis for further educational stages.

Following a review of the significant recommendations adopted by the 1961 and 1963 Conferences on Working Women regarding the training of nurses, the paper said that one important result of these recommendations was the establishment of a Department for Childhood in the Faculty of Girls, 'Ain Shams University, for training nursery principals holding professional diplomas. A review was made of the curricula dealing with educational policies in nurseries and kindergartens, of the conditions of admission in this Department, of the systems of examinations followed and of the developments undergone by the Department ever since its establishment.

In conclusion, the paper showed how this educational policy would help in attaining the much desired targets.

128. "The Training of Nursery Principals; Plan for the Creation of a Department for Childhood Studies in the Faculty of Education at the B.A. Level", (I'daad Mudiraat Al-Hadanah; Mashrou' Inshaa Shu'bat Al-Tufulah 'Ala Mustawa Al-Bakalorios Bi-Kulliyyat Al-Tarbiyah), Tanta, Faculty of Education, Tanta University, 1980, 8 pages.

- Paper presented to the Second Symposium on Childhood held in Tanta between February 18 and 19, 1980.

After relating the developments undergone by the concept of childhood, the paper reviewed the vital recommendations adopted by the Second Conference on the Training of Workers in the Field of Childhood held in 1963.

The paper went on to analyse the function of a nurse working with children, showing the prerequisites for dealing with early childhood. Nurses, according to this paper, should have adequate knowledge of the physiological factors influencing the child's health and bodily, mental, emotional, social and moral development in early childhood. They should also possess basic skills required by the nature of their work among children. Nurses working with children should also develop healthy attitudes and values.

Then followed a review of the subjects contained in the curriculum of the Department of Childhood of the Faculty of Education, 'Ain Shams University as originally formulated in 1974 and as subsequently amended in 1977.

In conclusion, the paper proposed creation of a department within the Faculty of Education, Tanta University for studying childhood problems at the B.A. level and explained the justifications for adopting this proposal.

NURSES

Training

129. A.R.E., Tanta, Faculty of Education, Tanta University, "The Training of Nurses: Plan for Establishing a Department for Nurseries within Teachers' Institutes for Women", (I'daad Haadinaat; Mashrou' Inshaa Shu'bah Lil-Hadanah Bi-Ma'ahed Al-Mu'allimaat), 1980, 4 pages.

- Paper presented to the Second Symposium on Childhood held in Tanta between February 18 and 19, 1980.

Following a review of the recommendations adopted by the Conference on Working Women, held in 1961, specifically those dealing with the training of nurses, the paper showed how those recommendations were instrumental in the creation of a special unit for kindergartens and nurseries within the Ministry of Education's Department of Primary Education and also in the creation of the first department for training educationally qualified nurses within teacher training colleges for women.

After reviewing the curriculum of the latter department, the paper reproduced two tables which demonstrate the number of nurseries as distributed in Egypt between 1974 and 1978. Commenting on the two tables, the paper observed the spectacular expansion in nurseries during the five years under review and pointed to the results of such expansion.

In conclusion, the paper stressed the need for opening more departments of nurseries in all teacher training colleges for women within the purpose of turning out qualified nurses for working in nurseries. It, further, stressed the importance of establishing a department for children's studies in the Faculty of Education, Tanta University, for graduating nursery principals.

PARENTS AND CHILDREN

130. 'Abdullah, Josette George, "Parental Relationships and How They Influence Some Traits of the Child's Personality", (Athar Al-''Alaqah Bayn Al-Walidain Fi Ba'd Simaat Shakhsiyyat Al-Tifl), Cairo, Faculty of Arts, 'Ain Shams University, 1980, 198 pages.

- Dissertation submitted to the Department of Psychology, Faculty of Arts, 'Ain Shams University for obtaining the degree of M.A. in Psychology.

Dividing his research into five chapters, the writer stated in the first chapter the problem under discussion, described its volume in Egypt, reviewed the assumption on which he proceeded with his work and defined the concepts involved in his subject.

In Chapter 2, the writer drew the theoretical framework of his research, indicating the role of the family and family relationships in developing the child's personality and reviewing some of the causes which result in family cleavages.

Chapter 3 is concerned with the writer's field survey. He explained his approach to selecting a sample among children and among parents, described the characteristics of each sample, reviewed his tools and methods of development and explained the statistical interpretation of his findings.

The writer's findings are contained in Chapter 4. These findings indicate that the children's personality is uninfluenced in most cases by parental relationships or by the locality in which children live. They also indicated that parental relationships have equal bearing on children of both sexes and that the socio-economic standard of the parents does not influence children's personality. He also found out that parental coherence leaves its impact on children's personality in most instances.

The writer's recommendations are reported in Chapter 5 in which she called for a thorough study of the impact of parental coherence on the personality of their children, adding that this subject deserves further research. She underlined the need for depicting all factors which influence children's personality in order to help them develop in a proper psychological manner.

Following a bibliographical list of Arabic and foreign reference books, the writer added her appendices which included copy of a guide to the family's socio-economic standard, illustrated intelligence test, personality questionnaire for the first stage of education, Reuter's test for missing sentences and a study of the impact of parental relationships (such as marriage, separation, divorce and death of either parent) on 14 personality traits among children. Samples used in the survey are 1560 children in the sixth year primary and 474 parents.

The dissertation ended with a resumé in both Arabic and English.

PHILOSOPHY

Development

131. A.R.E., Ministry of Education, "Report on the Development of Philosophy and Education", (Taqreer 'An Tatweer Al-Falsafah Wal-Tarbiyah), Cairo, Office of Philosophy and Education Adviser, Ministry of Education, 1980, 2 pages.

This report consists of five items.

The first item deals with the new curricula established for the subject of Arab Society taught to pupils in the first and second years of teacher training complementary studies. It, also, deals with the curricula of civics taught in the three years of the general secondary education.

Item 2 is concerned with teaching methods and the utilization of educational aids in illustrating school subjects. It reviews the new text books covering the subjects of education, educational and industrial psychology and industrial sociology for the fourth and fifth years of industrial technical schools following the 5-Year System.

The third item contains some directives for the benefit of school subject inspectors in teacher training institutes and also for the benefit of teachers in the general and technical secondary schools.

The fourth item reviews some pioneering field experiments designed for helping pupils to better comprehend curricula.

The fifth and last item is concerned with some major problems and the approaches to their resolution.

PHILOSOPHY OF EDUCATION

132. Khallaf, Hani, "Premises of Futurist Thought in Egypt", (Muqawwimaat Al-Fikr Al-Mustaqbali Fi Misr), "Dawriyyat Al-Majalis Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), 5th year, Issue No. 2, (April-June 1980), pp. 91-122.

Dealing with the subject of futurist thinking in Egypt, the writer related the passive aspects of and hindrances to any proper thinking in terms of the future and any sound research on future problems.

Hindrances are classified into two sets: the first includes conceptual hindrances such as the prevalent popular attitude resenting any discussion of the future and the second consists of institutional hindrances, particularly the established system and philosophy of education, the lack of stability in legislations, the inaccessibility of statistical and data sources and the quality of the existing relation between scientific research organizations and the executive authorities.

Concluding his article, the writer reviewed some measures which, in his opinion, are necessary to remove these hindrances.

PHYSICAL AND MILITARY EDUCATION

Development

133. A.R.E., Ministry of Education, "Annual Report on the Development of Physical and Military Education", (Al Taqreer Al-Sanawi 'An Tatawwur Al-Tarbiyah Al-Riyadiyyah Wal-'Askariyyah), Cairo, Directorate-General of Physical and Military Education for assisting in the development of P.E. and military training. Those moves fall into three items:

1) Participation by the Directorate-General in the National Conference for Promoting Sports held between February 5 and 7, 1979. Some of the recommendations are reported.

2) Call for a Conference for Physical Education, Boy Scouts and Girls Guides with the aim of developing and modernizing education in Egypt. Some recommendations are cited.

3) Participation by specialized institutes and faculties in developing and modernizing education.

The Report concluded with some resolutions adopted in the area of physical and military education.

PHYSICAL AND SOCIAL EDUCATION

Development

134. A.R.E., Ministry of Education, "Annual Report on the Development of Physical and Social Education", (Al-Taqreer Al-Sanawi 'An Tatawwur Al-Tarbiyah Al-Riyadiyyah Wal-Ijtima'iyyah), Cairo, Office of the Adviser for Physical and Social Education, Ministry of Education, 1980, 2 pages.

This report is concerned with the development of physical education curricula for the primary, preparatory and secondary stages and reviews the modern methods and techniques of training on this subject with the aid of specific and substitute equipment and instruments.

The report also deals with the new text books covering the requirements of the secondary and preparatory stages and assisting the instructor in his work.

After reviewing the role of guidance and supervision in checking on instructors in the various stages of education, the report reviewed some problems encountered in the formulation of curricula and explained the manner in which they were duly overcome.

PREPARATORY EDUCATION

Development

135. A.R.E., Ministry of Education, "Report on Newly-Introduced Services and Types of Activities Pertaining to Preparatory Education", (Taqreer 'Amma Istajadda Min Al-Khadamaat Wa-Nawahi Al-Nashaat Allati Takhtass Bil-Ta'leem Al-I'dadi), Cairo, Directorate-General for Preparatory Education, 1980, 7 pages.

Following an account on the structure and system of preparatory education in Egypt, the Report indicated with the aid of statistics the increasing volume of this stage of education from one year to another.

The Report, then, reviewed some problems facing education in Egypt, such as density of classrooms, inadequacy of school buildings to accommodate the increasing numbers and hindrances to library and extra-curricular activities.

Dealing with service classes, the Report reviewed the number of learners enrolled in them and the problems facing this type of education. An indication was given of how these problems may be overcome.

In conclusion, the Report reviewed the renovations introduced in the curricula and text books of this stage of education.

PREPARATORY SCHOOLS

Pupils - Inclinations

136. Hannurah, Ahmed Hassan, "Literary Inclinations among Pupils in the Third Year Preparatory and to What Extent this Corresponds to Prescribed Literary Texts", (Al-Mouyoul Al-Adabiyyah Li-Talameez Al-Saff Al-Thaleth Al-I'dadi Wa-Mada Ittifaqiha Ma' Al-Nusus Al-Adabiyyah Al-Muqarrarah), Tanta, Faculty of Education, Tanta University, 1980, 247 pages.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Tanta University for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.

Chapter 1 states the problem in question, indicates the aim, importance and scope of the research and describes the tools used in the research and the methods employed in developing it.

Chapter 2 contains a review of some earlier research dealing with related subjects.

In the third chapter, the writer defined inclinations and indicated how they emerge. He discussed the similarities among inclinations, the steadiness of an inclination and the relation between inclinations, on the one hand, and age and sex, on the other. He then moved to literary inclinations and enumerated the methods which help in depicting them.

The fourth chapter is devoted to the field survey conducted among pupils in the third year preparatory to determine their literary inclinations. Here, he explained his plans and steps involved, including the selection of a representative sample, the utilization of different tools of research, the distribution of the questionnaire sheets and the statistical approach to the survey's results. These results were set forth in Chapter 5.

In the sixth chapter, the writer analysed the prescribed literary texts in the light of the results obtained from the questionnaire.

The seventh and last chapter contains a summary of the conclusions reached to find out to what extent pupils are inclined to appreciate the prescribed texts and to determine the interesting subjects overlooked by the curricula, though preferred by pupils. Other results deal with the subjects of free readings and observations.

The writer's recommendations call for concentrating on religious and ethical subjects, emphasizing subjects dealing with sports, religious poems and social material, provided these subjects correspond to pupils' inclinations.

Following a bibliographical list of relevant references, the writer appended copies of the questionnaire forms used for probing pupils and teachers.

PRIMARY EDUCATION

Academic Retardation

137. Sultan, 'Emaduddin, "*Academic Retardation in the Primary Stage of Education*", (Al-Taakhkhur Al-Diraasi Fil-Marhalah Al-Ibtidaiyyah), by 'Emaduddin Sultan et al., Cairo, National Center for Social and Criminal Research, 1980, 23 pages.

- Paper presented to the Panel on the Social Dimensions of Education in Egypt held in Cairo between May 11 and 13, 1980.

As stated in its introduction, this paper is designed to depict the factors which cause academic retardation, with a view to providing the most favourable circumstances for the realization of the contemplated educational aims in the primary stage.

In the opinion of the writers, the essence of the problem lies in academic accomplishment, being a psychological phenomenon associated in the mind of the individual with certain elements.

They went on to discuss what is meant by individual abilities, mental characteristics, personality traits and the circumstances surrounding the educational process itself. They, further, studied the link between the pupil's bodily characteristics and health condition on the one hand and academic accomplishment on the other. They examined pupils' mental abilities and other problems from which they suffer to determine their impact on academic accomplishment. They discussed, as well, the relation between the size of retardedness and the school's possibilities and the impact of intelligence on academic accomplishment.

In the light of the survey conducted by the authors, they advanced some proposals and recommendations dealing with the role of teachers, parents and all those engaged in the field of education in an attempt to check the phenomenon of academic retardation in primary schools.

Development

138. A.R.E., Ministry of Education, "Annual Report on the Development of Primary Education", (Taqreer Sanawi 'An Tatawwur Al-Ta'leem Al-Ibtidaei), Cairo, Directorate-General for Primary Education, 1980, 8 pages.

This Report on primary education in Egypt covers the school years 1977/78-1978/79 and emphasizes the role of primary education in building good citizens thoroughly qualified academically, culturally and ideologically.

Statistics given in the Report show the number of government and government-subsidized schools, classes and pupils in the academic year under survey.

The Report, further, describes the role of the Directorate-General for Primary Education in carrying out practical training programmes aimed at improving school performance. It, also, describes the systems of evaluation and examinations followed with respect to primary pupils and pupils enrolled in basic education schools.

As to basic education, the Report describes its underlying philosophy and elaborates on its function helping the pupil acquire vocational skills in areas such as agriculture, industry and urban and desert life.

Finally, the Report gives tables indicating the distribution by sexes of the practical training programmes in the various fields and reviews the assistance received by basic education schools from the UNICEF and World Bank.

Dropouts

139. Turki, 'Abdul Fattah, "Dropouts from the Primary School; Ways Open for their Restoration", (Al-Mutasarribun Min Al-Madrasah Al-Ibtidaiyyah; Wasaiyl Mutahah Li-Istirdadihim), Cairo, National Center for Social and Criminal Research, 1980, 13 pages.

- Paper presented to the Panel on the Social Dimensions of Education in Egypt held between May 11 and 13, 1980.

At the outset of his paper, the writer reviewed the conclusions contained in earlier research on the problem of dropouts in Egyptian primary education, described the steps already taken for checking this problem and indicated the deficiencies in the possibilities employed in overcoming this problem.

After asserting that the problem of dropouts is aggravating, the writer attempted to explore the reasons for such aggravation, saying that the human and material efforts deployed in facing the problem are inadequate and the disciplinary measures are wanting.

Overcoming the problem requires full utilization of the possibilities available and the adoption of a new approach, with fully crystallized features, should be made.

In conclusion, the writer reviewed the respective roles of the different bodies, follow-up machineries and competent departments in this respect.

Homeworks

140. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 30 Dated March 2, 1980 in Connection with the Homework of Pupils in the Primary Stage of Education", (Nashrah 'Aammah Raqm 30 Bi-Tareekh 2/3/1980 Bi-Shaan Al-Waajibaat Al-Manziliyyah Li-Talameez Al-Marhalah Al-Ibtidaiyyah), Cairo, Office of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 2 pages.

After explaining that the Ministry of Education is deeply concerned with all aspects of pupil growth in the primary stage of education, the Circular instructed teachers and student supervisors to assign homework to pupils, provided consideration should be given to pupil's capabilities, homework should follow a gradual procedure, individual differences should be given due regard, homework should not be required as a way of punishment and distinguished pupils should receive some incentives.

The Circular ended with some guidelines on how to treat academically retarded pupils.

PRIMARY SCHOOLS

141. 'Azer, 'Adel, "Patterns and Techniques of Education in some Primary Schools in Egypt", (Anmaat Wa-Asaaleeb Al-Tarbiyah Wal-Ta'leem Fi Ba'd Al-Madares Al-Ibtidaiyyah Fi Misr), Cairo, National Center for Social and Criminal Research, 1980, 60 pages.

- Paper presented to the Panel on the Social Dimensions of Education in Egypt held between May 11 and 13, 1980.

In an introduction to his paper, the writer underlined the present conditions of primary education in Egypt and touched upon educational problems, principally the problem of dropouts which reflects on the entire system of education.

In an attempt to acquaint himself with the philosophy and techniques of education in order to determine where Egypt stands therefrom, the writer reviewed some comparative systems and patterns of education.

In this connection, he dealt with the traditional systems of education and showed their shortcomings and impact on the development of the pupil's personality. He, further, dealt with systems emphasizing the development of the individual's abilities and other systems emphasizing a link between curricula and the society.

After referring to the principal features of the child's personality and the role education could play in formulating such personality and in enabling the child to acquire social values, the writer surveyed the prevailing conditions in a sample of primary schools in Egypt as to school environment, methods of teaching and the extent to which these schools succeed in realizing educational goals, developing vigilant brains, promoting scientific thinking and enhancing the ability to be imaginative and creative.

In conclusion, the writer studied the policies pursued by these schools in giving incentives, applying penalties and inculcating values in pupils.

See also: 171.

Arabic Calligraphy

142. Al-Sa'eedi, Rushdi 'Abdul 'Azeem, "Arabic Calligraphy; Till when Will it be Neglected in Schools?", (Al-Khatt Al-'Arabi; Ila Mata Yazall Muhmalan Bil-Madares?), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 1, (March 1980), p. 46.

In an attempt to generate interest in improving Arabic calligraphy, the writer said that school children should receive training on calligraphy as early as the primary stage.

Specialized teachers graduating from calligraphy schools should be assigned to primary schools after going through comprehensive training, the writer added.

He, further, proposed that calligraphy should be treated as a credit course, contests should be organized among pupils and serious attention should be given to calligraphy applications in mass media and TV screens to ensure that artistic taste and symmetry are duly observed in all calligraphic usages.

Civics

143. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Reference Unit in my Fatherland", (Wahdah Marji'iyyah Fi Watani), Cairo, Administration of Documentation and Data, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1980, 60 pages.

- Unit within the context of a programme for environmental education.

An account is given in this document of an experiment undertaken in the fourth year primary for creating a reference unit on the subject of Fatherland within the context of a programme designed for environmental education.

After explaining why the fourth year primary was selected for this experiment and why the subject of Fatherland was picked upon, the document said that the experiment is aimed at inculcating in the citizen a national awareness about Fatherland, its composites and resources, which would reflect on the eventual preservation and optimum exploitation of these resources.

The document then explained the meaning of Fatherland and indicated its idigenous and national dimensions. It, also, defined the environment, indicated its natural and human components and emphasized the need for integrating the natural and human resources of the Arab Fatherland.

A review is, then, made of some topics which help the pupil to develop his emotional and motor aspects. Some data is given as a help in building the curricula for the fourth year primary in different school subjects, for example, Arabic, sciences, mathematics, civics and art and musical education. The document, further, explained how each example may be approached as to aims, content, means and activities.

In conclusion, the document dealt with evaluation, its aims and techniques.

Dropouts

144. El-Hamshari, Mohamed 'Ali, "Dropouts in the Primary Stage of Education", (Hawl Al-Tasarrub Fi Al-Marhalah Al-Ibtidaiyyah), "Al-Rayed", Teachers' Magazine, 25th year, Issue No. 1, (March 1980), pp. 44-46.

At the beginning of his article, the writer indicated to what extent people are now interested in education in general and primary education in particular, giving the reasons for such an interest.

After reviewing the problems from which education is suffering in our present day, the writer concentrated on the phenomenon of dropouts in the primary stage, saying that this phenomenon has resulted in increasing the number of illiterates and in inflating waste in the budget of the Ministry of Education.

After emphasizing the role of scientific research in determining the socio-economic factors lying behind this phenomenon, the writer elaborated on an experiment undertaken by the National Center for Educational Research for exploring the various aspects of this phenomenon. He described the aims sought from this experiment, the manner in which a sample was selected and the extent to which this sample was representative of Egyptian Governorates. He also described the accomplishment tests undertaken by a team of researchers.

Having reviewed the outcome of this survey, the writer expressed hope that the survey's findings would serve in opening numerous fields for further research on the problem of dropouts.

Educational Aids

145. Qotb, Youssef Salahuddin, "Fabrication of Low-Cost Instruments for the Primary Stage in Egypt", (Intaaj Al-Ajhizah Qalilat Al-Takaleef Fil-Marhalah Al-Ibtidaiyyah Fi Misr), "Majallat Al-'Ulum Al-Hadithah", (Magazine of Modern Sciences), 13th year, Issue No. 1, (April 1980), pp. 3-5.

Following an introduction on the importance of the primary school and the need for studying ways and means of promoting science teaching in this stage, the writer talked on the proposed panel for discussing this subject, listed the bodies taking part in it and stressed the need for adopting resolutions that would define the respective roles of the Ministry of Education, the National Center for Educational Research, the Center for Science Development and the Association of Teaching Professions in the field of promoting science teaching in the primary stage.

In the opinion of the writer, low-cost instruments for teaching sciences should be produced in Egypt for the benefit of the primary stage pupils. He pointed to the economic importance and educational value of such instruments.

The writer went on to stress the importance of training teachers to be creative and, also, to be capable of using these instruments in their classes.

Concluding his article, the writer recommended the fabrication of such instruments locally in order to ensure their suitability to curricula and to the Egyptian environment.

Physical Education

146. El-Shimi, Qout 'Abdul Tawwab Bashir, "Evaluation of the Aims of Physical Education in the Primary Stage from the First to the Fourth Form and to what Extent the Programme Realizes Bodily Development", (Taqyeem Ahdaaf Al-Tarbiyah Al-Riyaadiyyah Lil-Marhalah Al-Ibtidaiyyah Min Al-Saff Al-Awwal Ila Al-Saff Al-Rabi' Wa-Mada Tahqeeq Al-Barnamaj Lil-Nahiyah Al-Badaniyyah), Cairo, Faculty of Physical Education for Girls, Helwan University, 1980, 245 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo, for obtaining the degree of Ph.D. in Physical Education.

This dissertation is divided into five chapters.

Chapter 1 consists of an introduction in which the writer defined the general framework of her research, stated her problem, indicated the significance of studying this essential subject, explained the aims in view and set forth her assumptions and postulates.

The second chapter sets the dissertation's theoretical framework. Here, the writer explained the meaning, functions and sources of educational aims and the criteria for measuring them. She described the characteristics of the age from 6 to 10 and proceeded to a review of the general aims of education and the specific aims of primary education and P.E., indicating their importance to the community. She, further, reviewed some relative studies written by authorities.

In her third chapter, the writer dealt with the steps involved in the field survey, including the selection of a sample of pupils consisting of 1010 boys and girls in the first to fourth year primary in the Governorate of Cairo and the adoption of an analytical approach to the problem at hand which calls for objective observation, personal interviews and bodily tests. She described in detail the field survey and the manner in which the various tools were used in carrying it out.

Chapter 4 is concerned with an analysis and interpretation of the results obtained by application of statistical laws.

The fifth and last chapter sets forth the writer's conclusions which purport that realization of the general aims of education is conducive to the realization of the aims of the State and, also, that realization of the aims of P.E. in the primary stage contributes modestly towards the realization of the general educational aims. She also concluded that a quantitative and qualitative improvement in pupils' performance was noticed following the application of the P.E. programme to the four forms in question and that differences in the performance of children in the first and in the fourth forms were depicted following the application of the programme.

Concluding this chapter, the writer advocated a number of recommendations which call for a clear-cut definition of general educational aims and primary education aims. In her opinion, physical education should aim at developing primary pupils' bodily characteristics, basic skills, general abilities and motor activity.

Following a list of reference material, the writer appended copy of her questionnaire form and a resume in Arabic and English.

Reading - Curricula

147. 'Ata, Ibrahim Mohamed Al-Metwalli, "Development of Reading Curriculum in the Primary Stage Eversince its Beginning and until Today", (Tatawwur Minhaj Ta'leem Al-Qiraah Fil-Marhalah Al-Ibtidaiyyah Munzu Inshaaiha Hatta Al-Yaum), Cairo, Faculty of Education, 'Ain Shams University, 1980, 278 pages.

- Dissertation submitted to the Department of Curricula of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in Education.

This dissertation consists of ten chapters.

The first chapter defines the scope of the research, describes its general plan, indicates its significance and lists and defines the terms used in it.

Chapter 2 reviews the aims sought from teaching reading to pupils in the primary stage and describes the teaching methods utilized.

In Chapter 3, the writer followed up the developments undergone by teaching institutions in Egypt from the pre-Mohamed 'Ali era and until 1979.

The fourth chapter deals with the curricula of reading in the primary stage from the time of Mohamed 'Ali and until the British occupation.

Chapters 5-7 are concerned with the teaching of reading from the time of the British occupation and until the outbreak of the 1952 Revolution and explains the aims sought from the teaching of reading, the place occupied by reading in school syllabi, the reading material contained in books and the improvements introduced on reading material and on teaching methods.

The eighth chapter consists of a review of the developments undergone by the aims of reading, the methods utilized in learning how to read and the quality of reading material since the 1952 Revolution and until the date of completing the dissertation.

Chapter 9 contains the writer's conclusions which purport that the reading process is a complex rather than a purely mechanical process and that the concept of reading has never been isolated from the society and has been expanding as people s demands expand.

The tenth and last chapter contains a summary of the dissertation and the recommendations advocated by the writer. These recommendations call for a reading curricula based on well-knit and integrative principles and urge teachers to make good use of the reading material available and to acquaint themselves with the pupils' level from the beginning of the school year.

Then follows a bibliographical list of Arabic and foreign books consulted by the writer in the course of compiling his material.

Religious Education

148. Bukrah, 'Abdul Rehim El-Rifa'ei, "Ethical Values in Islamic Education as Reflected in the Curricula of the General Primary School; A Descriptive, Experimental and Analytical Study", (Al-Qiyam Al-Akhlaqiyyah Fil-Tarbiyah Al-Islamiyyah Min Waqi' Manahij Al-Madrasah Al-Ibtidaiyyah Al-'Aammah; Dirasah Wasfiyyah, Tajribiyyah Tahliliyyah), Tanta, Faculty of Education, Tanta University, 1980, 225 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Tanta University for obtaining the degree of M.A. in Education.

In an introductory chapter to his dissertation, the writer stated the problem under discussion, indicated its importance, laid down his postulates and assumptions, described his method of development, reviewed previous works on related subjects and defined the terms used throughout the thesis.

The text of the dissertation falls into five chapters.

Chapter 1 is concerned with ethical values and traces their sources, motives and aims.

In Chapter 2, the writer explained the aims of Islamic education as well as its fundamentals, principles, methods and techniques.

The third chapter is devoted to the writer's field survey. Here, he describes the bases of his questionnaire and the manner in which it was applied, the selection of a representative sample and the statistical treatment of the data compiled.

In Chapter 4 the writer reported the results of his field survey. These results indicated that the unitarian belief of Islam, though vital in the building of the individual and the society, came fourth in the list of preferred ethical values. Prayers came twenty first in the order of values, while fasting was fourteenth on the list.

The writer's recommendations are covered in the fifth and last chapter. These recommendations call for the adoption of an educational philosophy encompassing all principles necessary for the building of man. Subjects comprised in the curricula should be interrelated and integrative. Ethical education should constitute a principal school subject and religious education should be felt in all situations.

Following a bibliographical list of relevant material, the writer appended a copy of the questionnaire form used in probing pupils' attitude towards ethical values in the post-primary stage of education in Gharbiyyah Province. He also appended a guide to the correction of the questionnaire.

Students - Medical Training

149. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 31 Dated March 4, 1980 in Connection with Treating Pupils in Primary Schools from Bilharzia", (Nashrah 'Aammah Raqm 31 Bi-Tareekh 4/3/1980 Bi-Shaan 'Ilaaj Al-Talameez Min Al-Bilharsia Fil-Madares Al-Ibtidaiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980.

Following an introduction on the importance of building the Egyptian man healthily, academically and socially, the Circular reviewed a recommendation passed by the People's Assembly Health Committee to the effect that pupils should be treated from bilharzia.

The Circular then reviewed the bases for carrying out this recommendation which revolve around making an overall medical survey of all pupils in the Primary Stage, stressing the need for familiarizing children with cleanliness and observation of the principles of hygiene, establishing a health unit in each school, spreading health and cleanliness awareness, referring pupils complaining from bilharzia to medical units and injecting science and physical education lessons with facts about the harmful effect of bilharzia.

PRIMARY SCHOOL TEACHERS

Qualifications

150. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 52 Dated May 6, 1980 in Connection with Adding some More Academic Qualifications to the Ones Enumerated in Ministerial Resolution No. 108 of 1977 Concerning the Further Academic and Educational Qualification of Primary School Teachers, Headmasters and Inspectors", (Qarar Wizari Raqm 52 Bi-Tareekh 6/5/1980 Bi-Shaan Idafat Hamalat Ba'd Al-Muahhilaat Al-Dirasiyyah Ila Al-Muahhilaat Al-Waridah Bil-Qarar Al-Wizari Raqm 108 Li-Sanat 1977 Al-Khass Bi-Istikmaal Al-Taaheel Al-'Ilmi Wal-Tarbawi Li-Mu'allimee Wa Nuzzar Wa Muwajjihee Al-Marhalah Al-Ibtidaiyyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution consists of three articles.

Article 1 lists some qualifications to be added to the ones enumerated in Ministerial Resolution No. 108 of 1977. The new categories of qualifications include graduates of feminine and technical secondary schools who are required to complete their academic and educational qualification in teacher training colleges.

The second article provides that holders of these qualifications shall be subject to the provisions of Ministerial Resolution No. 65 of 1969 in connection with the re-organization of teacher training colleges and of Ministerial Resolution No. 108 of 1977.

The third and last article provides for the publication of the Resolution in the Official Gazette and for the enforcement of the Resolution as of the academic year 1980/81.

151. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 46 Dated May 7, 1980 in Connection with the Academic Qualification of Holders of Technical Secondary Diplomas in Commerce, Industry and Agriculture in Teacher Training Institutes", (Nashrah 'Aammah Raqm 46 Bi-Tareekh 7/5/1980 Bi-Shaan Taaheel Hamalat Diplomaat Al-Thanawiyyah Al-Tijariyyah Wal-Sinaa'iyyah Wal-Ziraa'iyyah Al-Fanniyyah Bi-Dur Al-Mu'allimeen Wal-Mu'allimaat), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Institutes, 1980, 2 pages.

After stressing the importance of providing holders of technical secondary diplomas actually engaged in teaching in primary schools with proper educational qualification, the Circular sets forth the bases and rules to be observed in this respect as approved by the Board of Undersecretaries in its meeting on March 1, 1980.

The rules set forth in the Circular explain the conditions under which holders of such diplomas may be given teaching assignments. According to the Circular, these teachers should be encouraged to join training programs organized by the respective educational directorates to provide them with the necessary training on teaching.

The Circular, further, described the manner in which these training programmes may be organized and indicated the bases on which candidates completing such training may be admitted in the fourth year in teacher training colleges.

One last point covered by the Circular is how to deal with applicants for qualification whose repeated failure in the fourth or fifth year denies them the right for any further study in teacher training colleges.

152. Mustafa, Ahmed El-Rifa'i Mohamed Ghoneim, "The Relation between Teacher's Educational Efficiency and Pupils' Academic Achievement in the Primary Stage", (Al-'Ilaqah Bayn Al-Kafaah Al-Tarbawiyyah Lil-Mu'allim Wal-Tahseel Al-Dirasi Lil-Talamees Fil-Marhalah Al-Ibtidaiyyah), Zagazig, Faculty of Education, Zagazig University, 1980, 451 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Zagazig University for obtaining the degree of M.A. in Education.

The subject of this dissertation is tackled in six chapters.

In his first chapter, the writer reviewed the factors influencing academic achievement, whether pertaining to pupils or to teachers, stated and analysed the problem at hand and indicated the aim sought from this important research.

Chapter 2 is concerned with the criteria used in measuring teacher's efficiency and the impact of the teacher's relations with his pupils, supervisors and colleagues on his efficiency.

In the third chapter, the writer reviewed earlier research work on subjects related to his topic.

The experimental study is covered in Chapters 4 and 5, in which the writer described his tools and the manner in which he selected his sample. He, further, described the steps involved in his experiment and the results obtained. These results substantiate that some positive relation exists between the teacher's efficiency and the students' accomplishments and between the teacher's social function and students' achievement.

In Chapter 6, the writer analysed and interpreted his results then reviewed some educational applications deemed appropriate by him. He emphasized that teachers should interest themselves in all educational processes and that teacher training programmes should promote the profession's social conduct.

Following a bibliographical list, the writer appended copies of two tests for pupils in the fifth year primary, one dealing with achievements in arithmetics and geometry and the other being an illustrated intelligence test.

PRIVATE LESSONS

153. "Public Opinion Poll on the Phenomenon of Private Lessons", (Istitlaa' Lil-Raay Al-'Aamm Hawla Zahirat Al-Durus Al-Khusussiyyah), "Al-Majallah Al-Ijtimaa'iyyah Al-Qawmiyyah", (The National Social Magazine), Vol. 17, Issue No. 1, (January 1980), pp. 57-89.

This article consists of a public opinion survey conducted on the problem of private tutoring which has acquired phenomenal proportions in Egypt.

The survey began with an introduction on private lessons as a social and educational problem, followed by an indication of the passive effects this problem has on student intellect.

After reviewing the developments undergone by private tutoring and outlining previous writings on the same subject, the article reviewed the procedures involved in the public opinion poll and the findings revealed by the poll.

These findings throw light on the motives behind private tutoring, the percentage of such tutoring in the various stages of education and the school subjects where private lessons are most in demand. A discussion and analysis of these findings follow together with some suggestions on the possible approaches for overcoming this problem.

The research ended with a bibliographical list.

PRIVATE SCHOOLS

154. "The First School of Nuns", (Awwal Madrasat Rahibaat), "Al-Shabab Wa 'Ulum Al-Mustaqbal" magazine, (Youth and Future Sciences), 3rd year, Issue No. 7, (February 1980), p. 53.

This article deals with the first school of nuns in Egypt on the occasion of celebrating its one hundredth anniversary.

Following a description of the celebration ceremony and an indication of the personalities taking part in it, the writer praised Khedive Tawfiq for his role in establishing this school, described the aims contemplated at the time of its establishment and reviewed its activities in social work, environmental services and literacy campaigns in Cairo's humble quarters of Al-Sharabiyyah, Qullali and Old Cairo.

In conclusion, the writer pointed to the important role played by graduates in different types of social work and praised their collaboration in helping their school achieve its aims.

Tuition Fees

155. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 43 Dated April 26, 1980 in Connection with Tuition and Additional Fees and Subscriptions in Services in Private Paid Schools", (Nashrah 'Aammah Raqm 43 Bi-Tareekh 26/4/1980 Bi-Shaan Masroufaat Al-Ta'leem Wal-Rusum Al-Idaafiyyah Wa-Ishtirakaat Al-Khadamaat Bil-Madrasah Al-Khassah Zat Al-Masroufaat), Cairo, Cabinet of the First Undersecretary, Ministry of Education, 1980, 6 pages.

This Circular is concerned with tuition fees, additional or supplementary fees and the so-called services subscriptions collected by private schools.

At the outset, the Circular cited Article 25 of Ministerial Resolution No. 41 of 1970 issuing the Implementing Regulation of Private Education Bill which specifies the amounts of fees and additional charges collected by private schools.

The Circular, then, indicated the procedure to be followed in the event a school wishes to apply for adjusting the established fees. Justifications for upward adjustment of fees are required to be made by schools showing their expenses, proceeds and the rates of increase in tuition and other fees applied for.

The Circular defined services subscriptions and indicated the purposes for which they are to be used.

It, further, explained the procedure for fund raising and instructed schools to comply strictly with the provisions therein contained.

PSYCHOLOGICAL ATTITUDES

156. 'Abdul 'Aal, Galaluddin Mohamed, "A Study of the Psychological Attitudes of Egyptian University Youth towards Fashion Novelties", (Dirasah Lil-Ittijahaat Al-Nafsiyyah Lil-Shabab Al-Jami'i Al-Misri Nahw Al-Ibtida'aat Fil-Mudah), "Al-Majallah Al-Ijtima'iyyah Al-Qawmiyyah", (National Social Magazine), Vol. 17, Issue No. 1, (January 1980), pp. 119-127.

This article is the product of a research undertaken by the writer among university students of both sexes to determine their psychological attitudes to and acceptance of new fashion lines.

Following an introduction on the philosophy of evolution and its scientific interpretations, the writer stated the problem at hand, described his method in dealing with it and introduced the sample chosen for the purpose of his survey. He also reviewed some of the earlier research written on related subjects and showed how his translated his findings into statistical data.

The writer's conclusions prove that individuals are responsive to fashion novelties depending on the extent of their extroversion and on their vulnerability to extremism. The writer established that no correlation exists between responsiveness to fashion lines and conservatism. He also established that girls, rather than boys, and students of humanities rather than of applied sciences are more responsive to fashion novelties.

Following a discussion on these conclusions, the writer listed a set of recommendations.

PSYCHOLOGY OF ADOLESCENCE

157. Qashqoush, Ibrahim, "Psychology of Adolescence", (Saykolojiyyat Al-Murahaqah), Cairo, The Anglo-Egyptian Bookshop, 1980, 429 pages.

This book consists of an introduction and two parts.

In his introduction, the writer dwelt upon the concept, nature and quantitative size of the problem of adolescence and the physiological changes experienced during this period. He, further, discussed adolescence as a psycho-social problem.

Part 1, which is subdivided into three chapters, dealt with theories of adolescence, whether those emphasizing internal behaviour determinants, or external determinants or those which emphasize interaction between both kinds of determinants.

The second part, which comprises four chapters, dealt with the aspects and symptoms of bodily, motor and mental development during adolescence and with the realities about the struggle between adolescents and parents. It, further dealt with the forms of correlation between adolescents of both sexes and with the development of adolescent's ability to exercise and direct self control.

The book concluded with a bibliographical list of useful Arabic and foreign references.

READING

Problems

158. A.R.E., National Center for Educational Research, "Report of the Committee on Studying Hindrances to Reading and Writing in Primary Education and Proposed Solutions", (Taqreer Lajnat Dirasat Mu'awwiqaat Al-Qiraah Wal-Kitabah Fil-Ta'leem Al-Ibtidaei Wa-Muqtarahaat Mu'alajatuha), Cairo, 1980, 71 pages.

This report is prepared by a committee of experts formed to study hindrances to reading and writing in primary education and proposing solutions for this problem.

Following a listing of the committee members, an indication of the significance of its task, a description of the committee's approach to the problem and a review of the documents consulted in the course of its work, the committee divided the text of its report into two parts.

Part 1 is concerned with the present circumstances of primary education in Egypt, the hindrances to reading and writing, the common mistakes occasioned in the fields of reading and writing, the responsibilities of teachers in the primary stage and the role of teacher training colleges in this respect.

The second part contains the committee's recommendations for overcoming hindrances to reading and writing. In the case of reading, the committee recommended certain improvements in reading material. In the case of writing, recommendations covered simplification of grammar and training of teachers.

Some other recommendations of a general nature were advanced by the committee for overcoming such hindrances.

See also: 147, 180.

RELIGIOUS EDUCATION

159. Radwan, Mohamed Mahmoud, "Girls' Education in Al-Azhar University", (Ta'leem Al-Fatayaat Fil-Azhar), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 1, (March 1980), pp. 1-2.

After saying that Islam and early Muslims have been staunch advocates of woman education and stating, by way of comparison that woman education has suffered a setback in recent times, the writer endeavoured to detect the causes for such relapse.

Reporting on a discussion on woman education in Azhari institutes which took place at the Committee on Azhari Education of the National Council of Education, the writer reviewed the views of those who called for opening more of such institutes and those who advocated limitations on woman education, concluding that for the sake of Egypt's future, woman education should be emphasized and all women should be availed of a fair chance to receive proper education.

See also: 148.

A.R.E.

160. Al-Bahi, Mohamed, "Al-Azhar: Obstacles Hindering its Evolution", (Al-Azhar; 'Aqabaat Fi Tareeq Tatwirihi), "Al-Dawhah" magazine (Qatar), 5th year, Issue No. 54, (June 1980), pp. 18-22.

At the beginning of his article, the writer said that Law No. 103 of 1961 promulgated for the purpose of reorganizing Al-Azhar, has been instrumental in the emergence of Al-Azhar University in its present set up.

Relating the measures taken for implementing this Law, the writer, who himself has sponsored the issuance of this Law as Minister of Waqfs (Religious Endowments) and Al-Azhar's Affairs, said that existing faculties have been given new designations, new faculties have been established, strict conditions for selecting highly-qualified professors were stipulated and plans for meeting the University's needs to teachers and professors were formulated.

Turning to the original three faculties of Al-Azhar namely, the Faculty of Usul Al-Deen (Religious Principles), the Faculty of Shari'ah (Religious Jurisprudence) and the Faculty of Arabic Language, the writer related the developments undergone by them since 1910 and until the renovation Law of 1961 was issued. He then talked of the new scientific faculties created pursuant to Law 103 of 1961 and explained their systems of education, conditions of admission and procedure for selecting professors.

In conclusion, he reviewed the obstacles which hinder the development and evolution of Al-Azhar, mentioning in particular the crippling influence of tradition, the low standard of performance and the dependance of Al-Azhar in its financing and orientation on bureaucracy.

Development

161. Hassan, El-Sayyed El-Shahhat Ahmed, "Development of the Religious Education in Egypt from 1800 through 1923", (Tatawwur Al-Ta'leem Al-Dini Fi Misr Min Sanat 1800 Ila 1923), Cairo, Faculty of Girls, 'Ain Shams University, 1980, 230 pages.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation consists of five chapters.

In Chapter 1, the writer explained why he chose this topic for surveying, indicated its scope, described the method used in developing it, reviewed earlier research on related subjects indicated its significance and defined the terms used in it.

Chapter 2 contains the cultural framework of the research. Here, the writer indicated the various influences to which religious education in Egypt was exposed, principally Ottoman influences, imperialist invasion and encounter with Western culture.

The third chapter is devoted to the Kuttabs (or rural classes) which constitute a principal institution for religious education in Egypt. He described the educational aspects of the Kuttab and talked on the instructors assigned thereto.

Chapter 4 deals with the development of the Kuttabs in the Nineteenth Century, explains the difference between the original non-governmental Kuttabs and the advanced ones and indicated why these Kuttabs were subjected to reorganization.

The fifth and last chapter is concerned with Al-Azhar University being the center of religious education in Egypt for one thousand years. He explained the attempts made to develop and modernize Al-Azhar, eversince its establishment and until Law No. 10 of 1911 was promulgated, giving an idea about the reforms purported in every new enactment.

The thesis ended with a bibliographical list of Arabic and foreign books consulted by the writer.

Teaching

162. 'Ezzattou, Mohamed 'Abdul Futtuh, "Teaching Religion in Our Schools is on its Way to Success", (Tadrees Al-Deen Fi Madarisina Fi Tariqihi Ila Al-Najaah), "Al-Rayed", Teachers' Magazine, 25th year, Issue No. 1, (March 1980), p. 23.

Before elaborating on his subject dealing with religious education in Egyptian schools, the writer attempted to explain the aims sought from religious teaching, described the teacher's role in this respect and showed the characteristics a teacher of religion should possess in order to ensure that religious education is translated into behaviour and exemplary conduct.

He went on to explain the technical difficulties involved in treating religious subjects as a credit rather than noncredit course in final examinations.

Dealing with the endeavours exerted by the Ministry of Education for ensuring a more effective religious education in schools, the writer mentioned the initiative taken by the Ministry to appoint pioneers in classes, schools and Directorates of Education, to approve supplementary books on religious education containing interesting material, to provide schools with tape-records of authentic Quraanic recitals and to pay attention to prayer places (chapels) and religious activities.

In conclusion, the writer reviewed a circular letter addressed by the Minister of Education to all Directorates of Education in which he explained the proper bases for paying full attention to religious education in schools.

163. 'Umran, 'Abdul Hadi, "A Point of View on Religious Education", (Wijhat Nazar Fi Tadrees Al-Deen), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 1, (March 1980), p. 41.

After indicating the importance of religion in the life of man and in the realization of a virtuous society, the writer said that societies neglecting religion are suffering from a spiritual vacuum.

Dealing with the religion of Islam, the writer said that this religion reconciles the material and moral aspects of life and correlates religious education with secular and scientific knowledge.

Stressing the need for teaching religion at all levels of education, including university education, the writer said that the only answer for the contradictions experienced by university students is religion. He called for teaching religion as an imperative and continuous course in all stages of education up to the university level.

RESEARCH

Development

164. El-Sebaei, Labib, "Presidents of Egyptian Universities Meet in London; A University Issue", (Ruasaa Al-Jami'aat Al-Misriyyah Yajtami'un Fi London; Qadiyyah Jami'iyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 591, (April 1, 1980), pp. 39-41.

In this article, the writer reported on a 10-day scientific conference held in London for discussing some Egyptian problems, including academic research, energy future and Bilharzia. The Conference was attended by presidents of Egyptian universities, the President of the Egyptian Academy for Scientific Research and Technology, the President of the Radio-TV Union, the Office Director of the Egyptian Educational Mission in London and a number of foreign experts.

Speaking in the Conference, the President of the Egyptian Academy for Scientific Research and Technology pointed to the wide gap separating the Third World from the developed world in the field of technology and indicated where Egypt stands vis-a-vis this problem.

On his part, the President of the Radio-TV Union stressed the need for formulating a plan that would aim at benefitting from any scientific and academic research. He pointed, in this connection, to the role the Academy of Scientific Research and Technology is expected to play.

The Office Director of the Egyptian Educational Missions in London hailed this Conference and welcomed those foreign experts who willingly assisted in discussing, together with their Egyptian colleagues, such problems as the disease of Bilharzia, energy future in Egypt and the approach to reforming university education.

In conclusion, the writer reviewed the conclusions reached by conferees for confronting these problems.

RURAL EDUCATION

Programmes

165. Nuwair, Mohamed Gamal, "Programmes and Fields of Non-formal Education and Need thereto by Egyptian Rural Communities", (Baramij Wa-Majaalaat Al-Tarbiyah Ghair Al-Nizaamiyyah Wa-Hajat Al-Reef Al-Misri Ilaiha), "El-Nile" magazine, 1st year, Issue No. 3, (January 1980), pp. 9-20.

At the beginning of his article, the writer explained the concept of non-formal education, described its nature and reviewed the activities and areas of this type of education, together with their characteristics.

He went on to draw a comparison between formal and non-formal education, mentioning the methodological, organizational and procedural differences between both systems.

After classifying the programmes of non-formal education and defining the criteria which determine their quality, the writer indicated the extent to which such education is needed in the Egyptian rural communities. Such needs fall into three sets: economic, social and cultural.

In conclusion, the writer reviewed the present status of non-formal education in Egypt, pointed to the problems hindering its success and proposed solutions for these problems within the possibilities available.

SCHOLARSHIPS

Grants

166. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 14 Dated January 28, 1980 in Connection with Advertising Local Scholarships for Training Teachers of Special Education Assigned to the Primary Stage in the Academic Year 1980/81", (Nashrah 'Aammah Raqm 14 Bi-Tareekh 28/1/1980 Bi-Shaan Al-I'laan 'An Al-Ba'thah Al-Dakhiliyyah Li-I'daad Mu'allim Al-Tarbiyah Al-Khaass Bil-Marhalah Al-Ibtidaiyyah Fil-'Aamm Al-Dirasi 1980/81), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Institutes, Ministry of Education, 1980, 4 pages + appendices.

This Circular deals with local scholarships offered to teachers assigned to special education schools and teaching in the primary stage. The Circular explains the reasons for granting these scholarships during the school year 1980/81, indicates the role of Directorates of Education in selecting suitable incumbents and sets forth the conditions for nomination. It, furthermore, describes the method for applying for these scholarships, the financial treatment given to candidates and the fields of specialization required.

Appendices contain specimen forms for applying for the scholarship and for accepting the undertakings relative to this scholarship.

167. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 15 Dated January 28, 1980 in Connection with Advertising a Local Scholarship for Specialized Studies on the Education and Teaching of the Blind and the Visually Defected at Zeitoun Model Center for the Care and Orientation of the Blind during the Academic Year 1980/81", (Nashrah 'Aammah Raqm 15 Bi-Tareekh 28/1/1980 Bi-Shaan Al-I'laan 'An Al-Ba'thah Al-Dakhiliyyah Lil-Dirasaat Al-Takhassussiyyah Fi Tarbiyat Wa-Ta'leem Al-Makfufeen Wa-Di'aaf Al-Basar Bil-Markaz Al-Namuzaji Li-Ri'ayat Wa-Tawjeeh Al-Makfufeen Bil-Zeitoun Fil-'Aamm Al-Dirasi 1980/81), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 3 pages + appendices.

This Circular deals with local scholarships offered to teachers of both sexes engaged in teaching assignments in the preparatory and secondary stages for following specialized studies on the education of the blind and the visually defected.

After indicating the specialized areas involved and explaining the reasons for these scholarships, the Circular described the role of Directorates of Education in selecting suitable candidates.

The Circular also contains the requirements for nomination to and application for the scholarships and the other requirements including personal interviews of candidates and their eventual financial treatment.

Two appendices are attached to the Circular; one consisting of an application form and the second is a model declaration and undertaking to be signed by candidates.

168. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 8 Dated January 15, 1980 in Connection with the Action to be Taken with Teachers who Fail to Perform their Observation Tasks in Public Examination Committees", (Nashrah 'Aammah Raqm 8 Bi-Tareekh 15/1/1980 Bi-Shaan Ma Yuttaba' Nahw Al-Mudarriseen Al-Mutakhallifeen 'An 'Aamaal Al-Mulahazah Bi-Lijaan Sayr Imtihanaat Al-Shihadaat Al-'Aammah), Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Financial and Administrative Affairs, Ministry of Education, 1980, 2 pages.

In Public Examination Committees, some teachers are assigned observation tasks in order to ensure that proper discipline is maintained. Failure by any teacher assigned to perform this task reflects on the proper conduct of Public Examinations.

The purpose of this Circular is to indicate the serious effect of such a failure, to determine the steps to be taken for checking this phenomenon and set forth the proper procedure for obtaining valid excuses in the event of failure. Penalties applicable against contraveners are also given.

169. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 14 of 1980 Dated January 27, 1980 in Connection with Boosting Study Groups", (Qarar Wizari Raqm 14 Li-Sanat 1980 Bi-Tareekh 27/1/1980 Bi-Shaan Al-Majmu'aat Al-Dirasiyyah Lil-Taqwiyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 3 pages.

This Resolution consists of four articles.

According to Article 1, academic boosting of pupils is deemed to be a basic part of the school's function. The duty of the school in this respect is defined.

Article 2 sets forth the rules governing work in boosting groups and determines the monthly fee payable by each participating pupil in each of the three educational stages (primary, preparatory and secondary). It specifies the duration of each lesson, the number of pupils in each group and the manner in which teachers are selected for these groups.

Article 3 enumerates the binding instructions of the Ministry of Education for collecting and expending the fees payable by boosting group participants.

The fourth and last article is concerned with the implementation of the Resolution and the abolition of anything to the contrary.

170. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 19 Dated February 13, 1980 in Connection with the Implementation of Law No. 43 of 1979 Concerning the System of Local Administration", (Qarar Wizari Raqm 19 Bi-Tareekh 13/2/1980 Bi-Shaan Tatbiqaat Al-Qanun Raqm 43 Li-Sanat 1979 Al-Khaass Bi-Nizam Al-Idarah Al-Mahalliyyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 2 pages.

This Resolution consists of five articles.

Article 1 specifies the functions of the Directorate of Education in each Governorate and indicates its attitude towards experimental schools and central training centers.

The second article defines the functions of Educational Administrations in the various Governorates.

In Article 3, the applicability of Article 5 of the Implementing Regulation of Local Government Law No. 43 of 1979 to Educational Directorates and Administrations in Governorates is clarified.

Article 4 is concerned with the jobs to be occupied by Directors, Assistant Directors, Supervisors and other key personnel in the Directorates and Administrations of Education in Governorates, whether they belong to the first level or to the second and third levels. Under the same Article, the Minister of Education is authorized to name or transfer candidates occupying such jobs.

The fifth and last article is concerned with the implementation and enforcement of this Resolution.

Examinations - Primary Schools

171. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 33 Dated March 4, 1980 in Connection with the Sitting by Pupils for Primary Certificate Examination", (Nashrah 'Aammah Raqm 33 Bi-Tareekh 4/3/1980 Bi-Shaan Taqaddum Al-Talameez Li-Imtihaan Al-Shihadah Al-Ibtidaiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 2 pages.

As an introduction to the rules governing applications by pupils for sitting for primary certificate examinations, the Circular reviewed the provisions of Article 18 of Ministerial Resolution No. 272 of 1973 specifying the categories permitted to sit for such examination.

Conditions to be fulfilled by pupils applying to sit for these examinations include successful completion of six years in primary education and registration with a governmental or non-governmental school, whether free or paid. External pupils applying independently from any school are to fulfill other conditions specified in the Circular.

Strict observance of the rules set forth in this Circular is required in order to ensure stability of educational conditions.

SCHOOL FEES

172. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 55 Dated June 24, 1980 in Connection with the Proceeds of School Libraries' Fees", (Nashrah 'Aammah Raqm 55 Bi-Tareekh 24/6/1980 Bi-Shaan Haseelat Rusum Al-Maktabaat Al-Madrasiyyah), Cairo, Directorate-General for Financial and Administrative Inspection, Ministry of Education, 1980, 4 pages.

This Circular sets forth the procedure for the collection of the additional fees payable by pupils in governmental and private schools for using school libraries.

After determining the amount of the library fee, the Circular specified the manner in which gross proceeds are to be shared between the school itself and the various departments of the Ministry of Education.

Specific books are to be kept in each school for recording library fees collected and expended. A school official is held responsible for keeping these books in order.

According to this Circular, a coordination board is to be set in each school and relevant departments in the Ministry of Education for supervising and auditing proceeds of library fees.

SCHOOL LIBRARIES

173. Tammam, 'Osman, "Patterns of Cultural Activities and the School Library", (Anmaat Al-Nashaat Al-Thaqafi Wal-Maktabah Al-Madrasiyyah), "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No. 2, (April 1980), pp. 50-52.

After discussing the types of libraries and the function of each, the writer explained why the library's responsible officer is called librarian rather than library instructor. He indicated the significant difference between both denominations.

The writer went on to describe the various cultural patterns which the school library may offer side by side with its educational function, adding that undertaking such additional task by librarians would involve a change in the job description of school library officers and would improve their status in the eyes of the society.

Concluding his article he said that school library supervisors should be afforded a fair chance of promotion similar to all other teachers.

Conferences

174. School Library Senior Inspectors' Conference, Cairo, January 26-28, 1980, "Conference's Recommendations", (Tawsiyaat Al-Mutamar), Cairo, Department of School Libraries, Directorate-General of Educational Activities, Ministry of Education, 1980, 3 pages.

After giving an account of the discussions which took place in the School Library Senior Inspectors' Conference, the document said that any plan for developing and modernizing education should begin with and be based upon school libraries. It emphasized the need for consolidating school libraries through availing them of the possibilities which would enable them to perform their mission in serving the educational process in its modern sense.

Recommendations adopted by the Conference followed. These were classified in five categories dealing respectively with the comprehensive library, the primary school library, personnel, financing and procurement of books.

SECONDARY EDUCATION

175. Al-'Azizi, Ahmed Al-Rifaei Bahgat Ahmed, "An Analytical Study of some Symptoms of Educational Waste in the General Secondary Stage of Education in the Arab Republic of Egypt", (Dirasah Tahliliyyah Li-Ba'd Mazaher Al-Faqed Al-Ta'leemi Bil-Marhalah Al-Thanawiyyah Al-'Aammah Fi Jumhuriyyat Misr Al-'Arabiyyah), Zagazig, Faculty of Education, Zagazig University, 1980, 293 pages.

- Dissertation submitted to the Department of Educational Principles and Education Economics of the Faculty of Education, Zagazig University for obtaining the degree of M.A. in Education.

The first of the dissertation's six chapters states the problem at hand, defines the scope of the research and indicates the method used in developing the subject, the tools utilized in the process and the plan pursued by the writer.

Chapter 2 reviews some earlier writings on student failure as the major factor of educational waste and on other facets of waste depicted in Egyptian education.

In his third chapter, the writer elaborated on his method in developing the study, the steps involved in carrying it out, the tools used in the survey, the sample selected among teachers and pupils and the manner in which the tools were applied.

Chapters 4 and 5 set forth the views of teachers and pupils on the phenomenon of dropouts and the factors influencing it such as text books, school administration and discipline, teachers, systems of examinations, school attendance, methods of study and personal, social, economic, environmental, health and psychological factors.

The sixth and last chapter contains the writer's conclusions which indicate that teachers and pupils differ over which factors influence dropouts more and which influence this phenomenon less.

Following a bibliographical list of reference books consulted, the writer appended copies of the questionnaire forms used for exploring the views of teachers and pupils in secondary schools regarding the phenomenon of dropouts.

Development

176. A.R.E., Ministry of Education, "Report on the Development of Secondary Education", (Taqreer 'An Tatawwur Al-Ta'leem Al-Thanawi), Cairo, Directorate-General for Secondary Education, 1980, 3 pages.

In a report prepared by the Directorate-General for Secondary Education of the Ministry of Education on enrolment in secondary education in 1979/80 as compared with 1978/79, it was proved that Egypt's educational policy is aimed at expanding technological education and checking secondary academic education.

Dealing with the comprehensive school and its effective role for both pupils and the society, the report explained the positive aspects of this type of school as applied in the Governorates of Gharbiyyah and Suhag.

In conclusion, the report reviewed the provisions of Ministerial Resolution No. 76 of 1979 in connection with the establishment of experimental schools annexed to faculties of education. The aims sought from the establishment of these schools are expounded.

Energy

177. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Energy Reference Unit", (Wahdah Marji'iyyah Fil-Taqah), Cairo, Administration of Documentation and Data, Arab League Educational, Scientific and Cultural Organization (ALESCO), 1980, 55 pages.

- A unit within a programme for environmental education.

An account is given in this document of an experiment undertaken whereby a reference unit for teaching energy to pupils in the first and second years secondary was established within the context of a programme aimed at promoting environmental education.

Following an introduction on man's interaction with the environment and the need to preserve the environment from any damaging or harmful influences and, after explaining why the two above-mentioned classes were selected for teaching energy problems, the document described the reference unit's structure, function and aims and related the outcome of this experiment.

In conclusion, the documents said that teachers may benefit from the outcome of this experiment through making the necessary adjustments in the courses respectively tought by them.

SECONDARY SCHOOLS

History - Curricula

178. 'Abdul 'Aziz, Khairi 'Ali Ibrahim, "Evaluation of the Developed Curriculum of History for the Third Year, Literary Branch, of the General Secondary Stage of Education", (Taqweem Al-Minhaj Al-Mutawwar Li-Maddat Al-Tareekh Lil-Saff Al-Thaleth Al-Thanawi Adabi Min Al-Marhalah Al-Thanawiyyah Al-'Aammah), Tanta, Department of Curricula and Teaching Methods, Faculty of Education, Tanta University, 1980, 331 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Tanta University for obtaining the degree of M.A. in Education.

This dissertation is divided into four parts.

In the first part, the writer stated the problem at hand and explained his general plan for studying it.

Part 2, subdivided into three chapters, deals with the meaning, nature and aims of civics and history and the methods of teaching history to secondary pupils in Egypt, the U.S.S.R. and the U.S.A.

The third part, also subdivided into three chapters, deals with the practical experiment undertaken by the writer. Selecting the Palestine question and the Arab-Israeli dispute as a curriculum unit, the writer explained the manner in which he formulated his questionnaire form and analysed in the form of statistics, the results obtained from the experiment.

Again, the writer formulated his unit from a nationalist and a humanist approach and described the relationships involved in the Palestine question and the leading role played by Egypt in this respect.

The fourth part contained a resume of the thesis and some related subjects suggested by the writer for further research.

Following a bibliographical list of Arabic and foreign reference books, the writer appended some documents, including the Balfour Declaration, the Deed of the British Mandate for Palestine, the Pact adopted by the Arab National Conference held in Jerusalem on January 13, 1931, the Resolution of the International Conference for Human Rights, the Treaty of Joint Defence and Economic Cooperation, the Peace Treaty between Egypt and Israel, the Deed of Palestinian Autonomy and the questionnaire form.

Physics

179. Escaros, Philip, "Experimental Research on the Specifications for Presenting the Subject of Physics in Text Books of Secondary Education in Egypt", (Bahth Tajreebi 'An Muwasafaat 'Ard Maddat Al-Fiziyaa Fi Kutub Al-Ta'leem Al-Thanawi Fi Misr), by Philip Escaros, with an introduction by Youssef Khalil Youssef, Cairo, National Center for Educational Research, 1980, 63 pages.

Following an introduction on the outcome of an earlier research prepared by the National Council for Education, Scientific Research and Technology on the problems encountered by text books and on the importance of the present research, the text of the document was divided into five parts.

Part 1 consists of a general framework of the research. It stresses its significance, states the problem at hand, defines its scope and assumptions and reviews some earlier research conducted on related topics.

The second part sets the theoretical framework of the research. It indicates the stages through which physics text books pass, both from the point of view of teachers and pupils, explains the factors influencing each stage and indicates how some such stages may be enhanced.

In Part 3, the writer described the procedure for conducting his field survey, including his tools and sample.

Part 4 relates the results obtained from the field survey.

As for the fifth and last part, it contained the writer's own recommendations and suggestions which pertain to the specifications of presenting physics in text books, to the training of teachers on developing the efficiency of text books and to some other subjects of a general nature.

The research concluded with a bibliographical list of Arabic and foreign references consulted by the writer.

Teaching - Reading

180. El-Banna, 'Adel Ibrahim, "Experimental Study of some Techniques Used in Teaching English Language Comprehension Reading to Pupils in the Secondary Stage", (Dirasah Tajribiyyah Li-Ba'd Al-Taqanniyyaat (Al-Asaleeb) Al-Mustakhdamah Fi Tadrees Al-Qiraa'ah Lil-Fahm Fil-Lughah Al-Injliziyyah Li-Tullab Al-Marhalah Al-Thanawiyyah), Tanta, Faculty of Education, Tanta University, 1980, 168 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Tanta University for obtaining the degree of M.A. in Education.

This dissertation consists of an experimental study on class readings as a technique used to develop English language comprehension in secondary schools.

The first of the dissertation's five chapters, states the problem at hand, indicates the writer's postulates, underlines the significance of the research, describes the tools and methods utilized in developing the subject and defines the technical terms occurring in the paper.

In Chapter 2, the writer reviewed some earlier research dealing with related subjects.

The third chapter is devoted to the experimental study undertaken by the writer. Here, he described his sample and the manner in which it was chosen, then indicated how his tests were applied and how his data was dealt with statistically.

Reviewing his results, the writer indicated that differences possessing statistical significance exist between the group of silent reading and that of intensive silent reading. Similarly, differences having statistical significance exist between the groups of boys and those of girls who studied English according to the technique of silent reading.

Chapter 4 contained the conclusions reached by the writer.

In his fifth and last chapter, the writer gave a summary of his research and reviewed the recommendations deemed appropriate for adoption. These recommendations call for the utilization of a silent reading technique that would enhance curriculum comprehension by pupils in the first year secondary, the formulation of a programme that encompasses all curriculum content with the aim of developing each learning skill separately and the adoption of teaching techniques that would suit and enhance each skill as it grows.

Following a bibliographical list of relevant reference material, the writer appended copy of his comprehension-in-reading test used in the course of his experimental survey.

Teaching - Trigonometry

181. Kandil, Mohamed Radi Mohamed, "A Study of the Extent of Effectiveness of the Directive Discovery Approach in the Teaching of Trigonometry in the Secondary Stage of Education", (Dirasah Li-Mada Faa'iliyyat Tariqat Al-Iktishaaf Al-Muwwajah Fi Tadrees Hisaab Al-Muthallathaat Bil-Marhalah Al-Thanawiyyah), Tanta, Faculty of Education, Tanta University, 1980, 139 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Tanta University for obtaining the degree of M.A. in Education.

This dissertation falls into five chapters.

The first chapter states the problem being probed, indicates its importance, defines its scope, assumptions, methods and postulates and describes the steps involved in the research as well as the general framework of the thesis.

Chapter 2 is concerned with the theoretical framework of the research. Here, the writer defines the place of trigonometry among the curricula of mathematics, indicates its theoretical and practical significance, describes what is meant by discovery and mentions the different types of discovery, indicating the relation between the approach of teaching through discovery and the solution of problems. Earlier research on related subjected were reviewed by the author.

In Chapter 3, he described the steps involved in his practical survey, including the planning of his test and the selection of a representative sample.

Results obtained from this practical survey revealed that the discovery approach is superior than the demonstrative approach in developing the general epistemological aspects in studying trigonometry and also in developing all epistemological levels save the analytical level.

The results obtained by the writer were discussed in Chapter 4.

The fifth and last chapter contains a resume of the dissertation and a review of the writer's recommendations, mainly that text books of trigonometry should adopt the discovery approach in the presentation of subjects.

Following a bibliographical list, the writer appended a copy of the trigonometry accomplishment test used in connection with the first year secondary (according to the traditional curricula) in order to measure epistemological aims pursuant to Blum's classification of educational aims and appended, as well, a plan for teaching trigonometry by application of the directive discovery approach.

SOCIAL EDUCATION

Development

182. A.R.E., Ministry of Education, "*Annual Report on the Development of Social Education*", (Al-Taqreer Al-Sanawi 'An Tatawwur Al-Tarbiyah Al-Ijtima'iyyah), Cairo, Directorate-General of Social Education, Ministry of Education, 1980, 5 pages.

Following an introduction in which the Report reviewed some aims of social education, eight items were mentioned in detail, namely:

Item 1 which deals with social workers, their methods of training and the programmes carried out in this respect.

The second item reviews some cultural and social contests organized nation-wide and in which pupils took part.

Item 3 is concerned with picnics organized by the Directorate-General of Social Education and gives the number of pupils taking part in them.

The fourth item explains the role played by the Offices of Social Service in the Educational Directorates and records the number of cases assisted by these Offices.

Item 5 deals with some social projects in which pupils took part in order to serve their country.

The sixth item explains the function of the Board of Secondary and Technical School and Teacher Training College Student Association, the major subjects discussed by the Board and the recommendations adopted on each subject.

The last two items are concerned with some publications discussed in camps and some research and training programmes organized for the benefit of social workers.

SPECIAL EDUCATION

Activities

183. A.R.E., Ministry of Education, "Report on the Services and Activities Falling within the Competence of the Directorate-General of Special Education", (Taqreer 'An Khadamaat Wa-Tawjeeh Al-Nashaat Allati Takhtass Biha Al-Idarah Al-'Aammah Lil-Tarbiyah Al-Khassah), 1980, 14 pages.

This Report covers the activities of special education schools which cater for the blind, those with impaired vision, the dumb, the mentally retarded and those suffering from polio and heart rheumatic fever.

After explaining the role of the Ministry of Education in supervising these schools, the report indicated the educational system applied in each school, the conditions of enrollment for each category, the duration of study in each case and all relevant information.

An account is given of the Ministerial Resolutions and Circulars regulating work in these schools and/or classes of special education.

Development

184. A.R.E., Ministry of Education, "Report on the Development of Education in Special Education Schools", (Taqreer Tatweer Al-Tarbiyah Wal-Ta'leem Bil-Ta'leem Al-Khaass), Cairo, Directorate-General for Special Education, 1980, 14 pages.

This report deals with the system of special education which caters for both gifted and handicapped pupils.

Schools following the system of special education are of two basic types. The first type consists of private schools which are receiving subsidies, while the second type consists of kindergarten attached to schools, private schools following Arabic curricula and private schools following educational plans and curricula approved by the Ministry of Education. The latter group includes cultural and vocational schools.

The report indicated, in conclusion, the role of Educational Directorates in supervising these schools technically, administratively and financially.

STUDENTS

Admission - Distinguished Students Schools

185. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 41 Dated April 3, 1980 in Connection with the Need for Educational Directorates and Administrations to Notify Pupils who Fulfill the Conditions of Admission in 'Ain Shams School for Distinguished Pupils and to Communicate their Names to the Said School Immediately upon the Announcement of Examination Results", (Nashrah 'Aammah Raqm 41 Bi-Tareekh 3/4/1980 Bi-Shaan Darourat Qiyaam Al-Idaraat Wal-Mudiriyyaat Al-Ta'leemiyyah Bi-Ikhtaar Al-Talabah Allazeen Tantabiqu 'Alaihum Shurut Al-Qabul Bi-Madrasat Al-Mutafawwiqeen Bi-'Ain Shams Wa-Iblaagh Asmaihim Lil-Madrasah Al-Mazkurah Fawra I'laan Al-Natijah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Preparatory and Secondary Education, Ministry of Education, 1980, 1 page.

After stating that the number of pupils enrolled in 'Ain Shams Secondary School for Distinguished Pupils has been declining, the Circular reviewed the reasons for such a decline saying that failure by some Educational Directorates and Administrations to comply with Article 1 of Ministerial Resolution No. 86 of 1979 has been instrumental in bringing about this decline.

The Circular explained the steps to be taken by Educational Directorates and Administrations immediately upon announcing the examination results of preparatory education in order to ensure that a fair number of distinguished pupils are admitted in this School.

See also: 109-111, 114, 149, 192.

TEACHERS

Loaning

186. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 34 Dated March 11, 1980 in Connection with the Procedures for Travel, Procurement of Work Permits and Payment of Salaries of Loanees and Seconded Employees abroad", (Nashrah 'Aammah Raqm 34 Bi-Tareekh 11/3/1980 Bi-Shaan Ijraat Safar Wa-Istikhraj Tasareeh Al-'Amal Wa-Sarf Murattabaat Al-Mu'areen Wal-Muntadabeen Lil-Kharij), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Educational Services, Ministry of Education, 1980, 5 pages.

This Circular deals with employees of the Ministry of Education who are loaned or seconded to foreign governments and explains the procedures involved before and after travelling to their respective destinations.

Directorates and Departments of Education are instructed to notify each candidate of his nomination for loaning or seconding and to require candidates to produce the necessary documents - which are listed in the Circular - and to provide any data required from them. These bodies are also expected to notify the Department of Loanings of any steps taken.

The Circular, further, explains the formalities involved in procuring the necessary work permits.

It explained, as well, the duties of loanees and seconded employees before and after travelling to their respective destinations.

Finally, the Circular explained the steps to be taken in the event loanees fail to respond to a new loaning or to renew an old loaning.

Offsetting Shortage

187. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 21 Dated February 11, 1980 in Connection with the Provision of Teachers for Primary Schools in Remote Rural Sectors", (Nashrah 'Aammah Raqm 21 Bi-Tareekh 11/2/1980 Bi-Shaan Tawfeer Al-Mudarriseen Lil-Madares Al-Ibtidaiyyah Bil-Qitaa'at Al-Rifiyyah Al-Naaiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 1 page.

Reviewing the outcome of a field survey and statistical analysis of teachers in rural and urban centers, the Circular said that a shortage has been found in rural and remote sectors, whereas in urban sectors, teachers are in excess of the needs.

To offset such shortage, each Governorate should take the necessary measures to assign some surplus teachers to rural and remote regions.

The Circular also pointed to the possibility of admitting students from such remote regions into teacher training institutes, even if they do not possess the minimum grades required. Upon graduation, these students could assist in offsetting the shortage in teachers in their native villages.

Training

188. El-Morr, Mustafa El-Sheshtawi Mustafa, "Evaluation of On-Job Training Programmes for Teachers of the Primary Stage in A.R.E.", (Taqweem Baramij Tadreeb Mu'allimee Al-Marhalah Al-Ibtidaiyyah Athnaa Al-Khedmah Fi Misr), Cairo, Faculty of Education, Al-Azhar University, 1980, 282 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in Education.

This dissertation consists of two parts subdivided into eleven chapters.

Part 1, which comprises five chapters, is concerned with the theoretical framework of the research.

The first chapter serves as an introduction. It states the problem under discussion, indicates its importance and describes the aims, scope, method, tools and plan of the thesis.

In Chapter 2, an analytical review is made of some earlier research in Arabic and foreign languages on the training of teachers while in service.

The third chapter is concerned with the concept and aims of training and the factors influencing it.

In Chapter 4, the writer dealt with the planning of training programmes and explained the concept, advantages and significance of planning as well as the steps involved in planning such programmes. He, further, dealt with on-job training methods, including traditional, non-traditional and self-education methods.

Chapter 5, which concludes the first part of the dissertation contains a review of the present status of on-job training in Egypt, preceded by a review of the historical roots and progress of teacher training in Egypt and the different machineries in charge of such training at the central level and the local level of Educational Directorates as well as the different other bodies participating in teacher training, such as the Association of Teaching Professions, teachers' professional guilds and bodies within the Ministry of Education responsible for technical orientation and inspection.

Part 2, comprising the remaining six chapters, is concerned with the writer's field survey.

In Chapter 6, he described his tools, indicated the manner in which he selected his sample, explained his statistical treatment of the topic and reviewed the results obtained.

The seventh chapter is devoted to the planning, administration and organization of training programmes.

Chapter 8 explains the aims of training programmes and the extent to which they could be realized.

The ninth chapter is concerned with programme contents and learning methods and means.

In the tenth chapter, the writer reviewed the material and human resources available for training programmes.

The eleventh and last chapter underlined the need for planning training programmes and for paying great attention to training subjects and techniques.

The dissertation ended with a bibliographical list of the Arabic and foreign books consulted by the writer in compiling his material.

Training - Technical Schools

189. Saleh, 'Adel Mansour Mahmoud, "Training of Teachers of Professional Subjects in Technical Secondary Schools in the Arab Republic of Egypt", (I'daad Mu'allim Al-Mawaadd Al-Mihniyyah Lil-Madares Al-Thanawiyyah Al-Fanniyyah Fi Jumhuriyyat Misr Al-'Arabiyyah), Mansourah, Faculty of Education, Mansourah University, 1980, 176 pages.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Mansourah University for obtaining the degree of Ph.D. in Education.

This dissertation is divided into six chapters.

In Chapter 1, the writer stated his problem, described his aims, methods, postulates and scope of research and defined the terms used throughout the thesis.

Chapter 2 contains a historical background of the development of technical secondary education in Egypt before the July 1952 Revolution and thereafter. It, also, reviews the present status of this type of education and indicates its educational, productive and social functions.

In Chapter 3, the writer reviewed earlier studies written on subjects having bearing on his research.

The fourth chapter is devoted to the teacher of professional subjects in technical secondary schools. After describing the teacher's characteristics, the writer indicated the aims and trends of teach training processes.

Chapter 5 contains a review of the developments undergone by the training process of teachers of professional subjects before and after the July 1952 Revolution and a description of the main characteristics of the present practice in training this category of teachers.

The sixth and last chapter contains a proposed plan for training teachers of professional subjects in technical secondary schools in Egypt based on three dimensions, namely: clear aims for the training process, sound policy of admission and emphasis on quality of future teachers.

The dissertation ended with a bibliographical list of Arabic and foreign books on which the writer drew in the preparation of his work.

TEACHER TRAINING INSTITUTES

Development

190. A.R.E., Ministry of Education, "Report Covering Newly-Introduced Services and Types of Activities Falling within the Competence of the Directorate-General for Teacher Training Institutes", (Taqreer Mutadamminan Ma Istajadda Min Al-Khadamaat Wa-Nawahi Al-Nashaat Allati Takhtass Biha Al-Idarah Al-'Aammah Li-Dur Al-Mu'allimeen Wal-Mu'allimaat), Cairo, Directorate-General for Teacher Training Colleges, 1980, 4 pages.

This Report is divided into four items.

The first item purports that nothing is new in the system and structure of teacher training institutes in the academic year 1979/80.

Item 2 gives a review of school administration and of some new legislations enacted as well as steps taken by the Ministry of Education for developing the system of teacher training.

In the third item, an account was given of the assistance extended by the World Bank and the manner in which such assistance was utilized in training those teachers who are engaged in training English language college teachers on specialized training techniques. An account is, also, given of the manner in which pupils in teacher training institutes are given strengthening and refresher courses pursuant to certain Ministerial Resolutions.

The Report's fourth and last item deals with some principles and control measures and explains how holders of agricultural, commercial and industrial secondary diplomas may be made use of in teaching in the primary stage.

Qualifications

191. Dahawi, Bayyoumi Mohamed, "An Analytical Study of the Professional Standards of the Teaching Bodies in Teacher Training Colleges in the Arab Republic of Egypt", (Dirasah Tahliliyyah Lil-Mustawayaat Al-Mihniyyah Li-Hayaat Al-Tadrees Bi-Dur Al-Mu'allimeen Wal-Mu'allimaat Fi Jumhuriyyat Misr Al-'Arabiyyah), Cairo, Faculty of Education, 'Ain Shams University, 1980, 198 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in Education.

The first of the six chapters contained in this dissertation, states the problem being probed, stresses the importance of the research, indicates the aims, sources, means and method of the research, defines the terms used and reviews the earlier studies conducted on related subjects.

Chapter 2 describes the function and aims of teacher training colleges and gives a historical background of the systems of study adopted thereby.

In Chapter 3, the writer conducted a theoretical study of the conditions of teaching bodies in teacher training colleges in Egypt and described the on-job training programmes designed for them. Here, he dealt with sources of teacher training and also with a handful of problems connected with such training.

Chapter 4 contains a field survey armed at probing the present conditions of teaching bodies in teacher training colleges and the on-job training programmes especially designed for them. Here, the writer stated the aim from undertaking this survey and described the tools used in his study, including the questionnaire used and the sample chosen and the manner in which the questionnaire was applied to the sample.

In Chapter 5, the writer dealt with the training of primary teachers in the Soviet Union and the United Kingdom, showing how on-job training is applied in both countries.

A comparative study was made between training programmes in Egypt on the one hand and the U.S.S.R. and U.K. on the other to indicate the similarities and differences in such programmes.

The sixth and last chapter contains the writer's conclusions and recommendations in connection with the training of teaching bodies in teacher training colleges. He called for a unified source of training and an integral system combining training and development of teachers.

Following his bibliographical list, the writer appended a set of documents including the questionnaire used and the interviews conducted with teacher training college technical and administrative leaders.

Students - Guides

192. A.R.E., Legislations, Laws, Regulations ... etc., "General Circular No. 24 Dated February 18, 1980 in Connection with Student's Guides to Teacher Training Institutes Camps Intended for Serving the Community", (Nashrah 'Aammah Raqm 24 Bi-Tareekh 18/2/1980 Bi-Shaan Daleel Al-Mu'askiraat Al-Minhajiyyah Li-Khedmat Al-Beeah Li-Tullab Dur Al-Mu'allimeen), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Institutes, Ministry of Education, 1980, 13 pages.

This Circular is concerned with the camps organized as part of the curriculum of teacher training institutes in which students take part with the aim of acquiring social experience, demonstrating their capabilities and receiving training in practical fields. The Circular described the procedure for setting up a camp supervisory board in each educational directorate and defined the functions of this board.

According to the Circular, a camp committee is to be created in each teacher training institute in order to perform the duties described in the Circular.

As to camps, the Circular described how groups are organized to go on camping and how each camp should have a supervisory committee to handle the various aspects of its activities. The respective functions of the members of the camp supervisory committee are defined. Those members consist of a camp superintendent, supervisors for sports and boy scouting, social activities, civics, educational aids, financial and administrative work and food supplies, also a doctor or visiting nurse and a pioneer.

The Circular, further, defined the functions of other specialized officers, such as the librarian, the art supervisor, the senior teacher education and psychology, the supervisor of activities and the music instructor.

In conclusion, the Circular reviewed the activities in which students of both sexes engage in camps, the manner in which camps are run and the method of evaluating students after completing their camp experience.

TEACHING METHODS

Family Planning

193. 'Ata, Sayyed Mahmoud, "Population Growth in Egypt and the World", (Al-Numuww Al-Sukkani Fi Misr Wal-'Aalam), Cairo, Office of Demographic Education, Ministry of Education, 1980, 60 pages.

- Booklet in a series entitled "Environmental and Demographic Education Teacher".

This booklet is primarily designed to assist teachers in comprehending and analysing population growth and trends in Egypt and the world and in acquiring such deep insight into population growth in the past as to help them forecast present and future trends.

The whole approach of the booklet is an educational one. Adequate information is given to explain each concept of demographic significance. Charts and diagrams are demonstrative of the subjects covered by the booklet, while exercises and questions and answers add to the booklet's practical value, especially in programmes designed for training inspectors and teachers.

See also: 37, 38, 86, 162, 163, 180, 181.

Sciences

194. Ibrahim, Sabri El-Demerdash, "The Scientific Approach and How it Generates Pupil's Interest in the School Subject", (Dawr Al-Tariqah Al-I'lmiyyah Fi Itharat Ihtimaam Al-Talameez Bi-Mawdu' Al-Dars), "Majallat Al-'Ulum Al-Hadithah", (Magazine of Modern Sciences), 13th year, Issue No. 4, (April 1980). pp. 64-80.

After underlining the importance of the scientific approach in generating interest in the courses taught to pupils, the writer indicated the extent of receptiveness to this approach on the part of pupils.

Following a review of the philosophy behind the scientific approach, the writer classified this approach of generating pupil's interest in school subjects into two methods, namely: to present pupils with information of a peculiar nature and to introduce them to amazing experiments. By way of demonstration, he showed how these peculiar information and amazing experiments are applied in the teaching of physics and biology.

Summing up his article, the writer said that the scientific approach should fulfill the following conditions: adopt a realistic attitude, offer material of a modern content, attach a sensational title to the subject, choose the appropriate time for applying this approach, ensure that the approach has a sound basis in the school subject and, lastly, avoid any undue prolongation of the approach.

TECHNICAL EDUCATION

A.R.E.

195. A.R.E., The Presidency, Specialized National Councils, "Technical Education and its Role in the Training of Manpower", (Al-Ta'leem Al-Fanni; Dawruhu Fi I'daad Al-Quwa Al-'Aamilah), Cairo, 1978, 131 pages.

In its introduction, the document underlined the importance of training manpower and indicated the extent to which Egypt is in need of technical labour.

The text of the document follows.

At the outset, it stressed the need for drawing a long-term policy for promoting technical education. It, then, described the present status of technical education and vocational training in Egypt, reviewed the types of technical education sponsored by the Ministry of Education, called for closer relations between general and technical education, indicated the relation between technical education and the training of manpower and emphasised the importance of vocational training and development.

The document's appendices contain the recommendations adopted by the National Council of Education in connection with technical education and the training of technicians and skilled workers, with labour in the public and private sectors and with the syllabi of general education and training centers.

See also: 189.

TECHNICAL GUIDANCE

196. Badr, Ahmed 'Abdul Latif, "Educational Approaches; Technical Guidance", (Ittijahaat Tarbawiyyah; Nahw Al-Tawjeeh Al-Fanni), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 1, (March 1980), pp. 30-31.

As an introduction to his article, the writer defined guidance as related to experience, explained what is meant by experience and qualification and indicated the significance of both.

Moving to technical guidance, he described its components and stressed the importance of knowledge and wide personal and unique experience in this respect.

After describing the traits of distinguished pupils, the writer said that those engaged in technical guidance should link their work to life, stress quality rather than quantity, encourage talents to demonstrate themselves and integrating the components of school curricula, In conclusion, he said that the interest shown by technical guides in academic accomplishment and examinations would reflect on distinguished students.

WOMAN AND SOCIETY

197. Center of Studies on Woman and Development, "Surveying Woman's Social Needs in the Rural Community", (Bahth Al-Ihtiyajaat Al-Ijtima'iyyah Lil-Maraah Fil-Mujtama' Al-Rifi), Cairo, Center of Studies on Woman and Development, Al-Azhar University, 1980, 117 pages + appendices.

An account is given in this document of the outcome of a survey conducted in two villages in the Governorate of Qaliubiyyah and one village in the Governorate of Damietta for the purpose of determining the social needs of the Egyptian rural woman, emphasizing in particular woman's need to improve her income and receive better education.

The survey covered as well some woman's needs of which she is not directly aware and which hinder the national plans for socio-economic development, such as the woman's desire to have many children, the increase in consumption rates and the decline of saving and investment rates. Other needs include health awareness, nutritious food and participation in resolving the society's problems.

The document, then, described the tools used in the survey, including the questionnaire forms used in personal interviews and the sample selected.

The outcome of the survey covers as well rural woman's economic, educational, health and nutritious needs and problems of family planning.

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